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ABSTRACT

The book provides 13 model interdisciplinary teaching units for use with academically gifted students in grades four through nine. Each unit contains an introduction; objectives; introductory developmental culminating and evaluation activities; materials; and a bibliography. Topics of the teaching units include cemeteries, famous women, coastal warning beacons, control over one's destiny, phenomena that defy explanation, limits and regulations that frame creative efforts, development of visionary skills, futures forecasting, religions in the Middle East, newspapers, the "Lost Colony" settled by Sir Walter Raleigh, decision making, and flight. Titles and authors include: "Gone but Not Forgotten: A Study of the Cemetery" (Doris Sigmon); "A Woman's Touch: Women Past, Present, Future" (Barbara Hastings); "Beacons along Our Shore" (Gilda Barger); "Desire, Design, and Destiny" (Meredith Ebert); "Fact or Fantasy?!" (Betty Purcell); "Find Your Frame" (Bink Brown); "Images of Tomorrow--Exploring the Future" (Sherry Hoyle); "Programming Your Future: Futures Forecasting" (Margaret Stanley); "Religions in the Middle East: A Comparative Study" (Judy Craig); "The Living Curriculum: Newspapers in the Classroom" (Eilene Guthrie); "The Lost Colony" (Jan Miller); "Those Who Dared" (Carole Ledford); and "Wings for You and Me" (Martha Rice). (JDD)

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Quest for Gold

Language Arts/Social Studies Curriculum Resource Units for Gifted and Talented Youngsters Grades Four - Nine

Donald G. Hayes

Edited by
Linda B. Dockery

1989

Funded in part by The Alliance For Gifted and Talented of North Carolina, Inc.

Quest for Gold

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Curriculum Resource Units
for
Gifted and Talented Youngsters
Grades Four - Nine

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PREFACE

The purpose of this book is to provide teachers of academically gifted students with some "model" teaching units that, with little modification-unless desired, can be used in their exciting task of challenging bright students. A review of the teaching units will indicate that: 1) They can be used at multiple grade levels, 2) Emphasis is given to the development of critical and creative thinking skills, 3) The units are interdisciplinary and, at the same time, reflect a concern for "basis skills," important for all students to master, 4) The units can be used in a variety of settings, e.g., resource rooms, heterogeneous/homogeneous classes, 5) The units are sufficiently comprehensive to enable the user to select teaching strategies most appropriate for their situation. (While the units were originally written for use by the authors in a particular school and community and, consequently, may contain related references, this - in no way - restricts their use as all of the units are easily adaptable to any locale.)

The units were developed by practicing classroom teachers seeking endorsement (certification) to teach academically gifted students. The units were developed to satisfy a course requirement in "Methods and Materials for the Gifted," one of the academically gifted courses regularly offered at Lenoir-Rhyne College, a Lutheran-related college located in Hickory, North Carolina.

As the instructor of the very creative teachers who developed the units included in this book, I am proud of their efforts and believe the units will be of great use to teachers of academically gifted students. Also, I am grateful that the North Carolina Association for the Gifted and Talented is publishing the materials. I know of no better way for NCAGT to carry out its mission of promoting the education of academically gifted students. Special thanks also go to The Alliance For Gifted and Talented of North Carolina, Inc. for partially funding this publication and to the Winston-Salem/Forsyth County Schools for supporting this effort.

Donald G. Hayes, Professor of Education
Lenoir-Rhyne College, Hickory, N. C.

ACKNOWLEDGMENTS

Dr. Donald Hayes, Professor of Education at Lenoir-Rhyne College, received his Ph.D. in Education, Philosophy, and Psychology from the University of North Carolina. He was one of the original pilot teachers for gifted children in this State and the first State Consultant of Programs for the Gifted. He then worked as Assistant Director of the Learning Institute of North Carolina conducting research on problems in learning, values formation, motivation, stress, and learning disabilities. He is a co-founder of the Governor's School, and the North Carolina Advancement School and was the founder and first director of the Learning Academy, a research and development residential school for children with learning problems. He served as Assistant Superintendent for Instruction for the Chapel Hill City Schools.

He has conducted hundreds of workshops for educators, psychologists, counselors, and parents, and authored many articles and publications on topics about learning. He is co-author of the book, "My Child is Gifted! Now, What Do I Do? another NCAGT publication.

He is active in numerous professional, church, and civic activities and is a former member of the Hickory City Board of Education. He is past President of the North Carolina Association of Colleges of Teacher Education, and he was the 1985 winner of the NCAGT Annual Award. He is married and the father of two children.

Dr. Linda Dockery, Executive Secretary of the Alliance for the Gifted and Talented of North Carolina and Personnel Administrator in Winston-Salem/Forsyth County Schools, brought her experience as both a classroom teacher and teacher facilitator to bear as she edited the assortment of units found in this volume.

Special thanks also go to John Fox, advanced placement teacher of art in the Winston-Salem/Forsyth County Schools and his student John Crutchfield, for designing the cover of this book. John Crutchfield not only is a talented artist but a gifted wrestler and a Morehead Scholar.

Thanks are also expressed to the board of Directors of The Alliance for Gifted and Talented of North Carolina, Inc. for partially funding this project and to C. Douglas Carter and the Winston-Salem/Forsyth County Schools for their continued support and encouragement.

Gone But Not Forgotten

A Study of the Cemetery

Doris S. Sigmon

Gone But Not Forgotten – A Study of the Cemetery

Doris S. Sigmon

INTRODUCTION

"There is a certain frame of mind to which a cemetery is, if not an antidote, at least an alleviation. If you are in a fit of the blues, go nowhere else."

R.L. Stevenson, Immortelles

In deference to the above quote from Stevenson, a cemetery might not only serve those "in a fit of the blues," but also those who are seeking to find knowledge and unlock secrets of the past. Just waiting for discovery, a storehouse of information is hidden among the silent monuments. Therefore, this unit, a study of the cemetery, can be intriguing to both students and adults.

Guiding students in gaining a better knowledge of the enormous amount of history and wealth of information available in the study of the cemetery is the underlying purpose of this unit. A study of this sort can open the door to the history of a community and should serve to pique students' curiosity about their own ancestry. Consequently, it is an important unit of study because students need to be aware of their own ancestry and of how history affects their lives of today.

This study is especially appropriate for gifted students because it offers opportunities for using the higher levels of cognitive and effective thinking skills as well as provides opportunities for activities in creativity. Likewise, students are also afforded experiences in research, problem solving, collecting, recording, and classifying data.

While this unit has been designed primarily for grades 4-6 gifted and high achieving students, it could easily be adapted and restructured for other grade levels and backgrounds. To provide flexibility, more activities are included than can be used. The suggested time allotment is two weeks. With the many curriculum demands placed on teachers, this unit could easily be an integrated one that includes basic skills in all subject areas.

Whereas this unit is intended to serve as a model for gifted students, a special effort has been made to include numerous activities especially suited for their use. An * will be placed by those activities deemed especially appropriate for the gifted.

Since students of today are leaders of tomorrow, it is hoped that this unit might serve as a catalyst for further problem solving and creative experiences throughout their lives. Individual exploration and exposure to a variety of unusual stimuli, such as those found in a cemetery, can provide these experiences.

OBJECTIVES

At the conclusion of this unit the learner will be able to:

1. Discover the unlimited opportunities available in a cemetery for the study of the history of a community.
2. Calculate pertinent information derived from the dates on tombstones (e.g. ages, longevity).
3. Predict future changes in burial customs.
4. Produce a model of a cemetery of their own design.
5. Classify tombstones into several categories (e.g. size, shape, name, color, decades, marker material).
6. Investigate customs relating to burials (e.g. ancient Egyptians, above ground, at sea, etc.)
7. List and identify words associated with the study of a cemetery.
8. Write a story from information found on a tombstone about one selected person.
9. Create a rubbing of a tombstone.
10. Debate the advantages and disadvantages of regular burial procedures and cremation.

ACTIVITIES

INTRODUCTORY ACTIVITIES

1. Search the area in which you live for a cemetery that is rich in history and worth exploring. Much information can be obtained concerning life in the community. Before visiting a cemetery, be sure to secure permission.
2. Invite someone familar with the cemetery to speak to the class concerning the history of the cemetery and any adjacent church.
3. Read the book Safe as the Grave by Carolina Cooney to spark interest in a cemetery study. This is the story of 11-year old twins whose curiosity about a Civil War era grave marker leads them to discover a long-lost treasure.
4. Invite a panel of speakers from several cemeteries to discuss restrictions in force at their individual cemeteries.

5. If possible, visit a gravestone rubbings exhibit at a museum.

6. Invite a librarian from the Catawba County Library to speak to the students about conducting a genealogy study.

7. Invite individuals from funeral homes to speak to the students about how funeral customs have changed over the years. They might also discuss training necessary to become a mortician.

DEVELOPMENTAL ACTIVITIES

1. Define terms relating to a cemetery study. The class may compile its own list of cemetery vocabulary words or the following terms may be used: epitaph, crypt, eulogies, mortician, cemetery, cremation, boot hill, inscription, deceased, genealogy, symbolism, mortuary, catacombs, sepulcher, wake, requiem, shroud, funeral, corpse, cryonics. (See Appendix A).

2. Brainstorm jobs related to a cemetery. Write help-wanted columns. Discuss skills necessary to perform these jobs and possible salary requirements.

* 3. Investigate customs relating to burials. The following questions may be used: Are all corpses buried in the ground? Why are some corpses buried above the ground? Where? What is cremation? Is this practice more common in certain parts of the world? Where did the ancient Egyptians bury their dead? Why? Are bodies ever frozen? Why? Discuss burial at sea. What necessitates this type of burial?

* 4. Research the meaning of symbols used on tombstones. Draw at least 5 of these.

   Examples: skeleton or bones--everyone must die; sun--the soul will live forever; dove--innocence.

   For teacher's information:

   feathers--the soul's flight to heaven;
   weeping willow tree--sadness or grief;
   candle or hourglass--time passing;
   Father Time wielding his scythe
   the open Bible (sometimes with a text carved)
   angelic forms
   lighted and unlighted candles
   a lamb--for infants

5. Introduce epitaphs. Point out that the earliest known epitaphs are those found on Egyptian coffins and that the Greeks were master composers of epitaphs. Discuss why people write epitaphs.

* 6. Give students the first line or two of an epitaph. Have them complete it with their own version. Compare it with the original.

An example might be this one found in Old St. Paul's Cemetery:

A precious one from us has gone,
A voice we loved is stilled;
A place is vacant in our home,
Which never can be filled.
God in His wisdom has recalled,
The boon His love had given;
And though the body slumbers here,
The soul is safe in Heaven.

or

Remember friends as you pass by
As you are now so once was I,
As I am now so you must be,
Prepare for Death, and Eternity.

7. Read the poem "Requiem" by Robert Louis Stevenson. Discuss the meaning of this poem.

REQUIEM

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live and gladly die,
And I laid me down with a will.

This be the verse you grave for me:
Here he lies where he longed to be,
Home is the sailor, home from sea,
And the hunter home from the hill.

Robert Louis Stevenson
(from Poems for Modern Youth)

* 8. Research the epitaphs of famous people, such as Abraham Lincoln and Thomas Jefferson. Find the three achievements that Jefferson chose to include on his epitaph.

* 9. Research humorous epitaphs. One good source for this is Grave Humor. (See Appendix B for examples of humorous epitaphs.)

10. Practice reading a tombstone. Make sure students understand how to use the dates of birth and death to determine the age at which the person died. Explain the meaning of only one date on a marker. Remind them to be aware of family names and family plots.

*11. Visit a cemetery. Before the visit, you will need to emphasize to students the solemnity of a cemetery. Remind them to show respect by acting in a dignified way, walking on paths provided, and working quietly. Do not move or disturb flowers or markers at the grave sites. Caution students to be aware of older stones that may be sinking or crumbling. A variety of activities are included for use at the cemetery. It would be virtually impossible to do all of these, so the teacher or student could select a certain number.

a. Begin the cemetery search by finding many different tombstone shapes. Draw at least six shapes and label them. Examples: round, square, rectangular, sphere, pyramid, cone.

b. Find the grave of someone who lived to be more than 65. Draw the tombstone.

c. Fill in a table that lists 10 names of persons who lived to be more than 65 with dates of birth and death.

d. Find the grave of someone who died very young (under 12). Draw the tombstone.

e. Fill in a table that lists 10 names of persons who died young with dates of birth and death. These may be divided into time periods (50 years each). During which time period did the most children die? Why?

f. Find a significant tombstone (oldest person, famous person, or most unusual). Draw the tombstone.

g. Find the oldest gravestone in the cemetery. Record name and dates.

h. Find the newest gravestone. Record name and dates.

i. Find the tombstone of someone who served in the Civil War. It may be marked with a metal cross. Draw the tombstone. Include all the information.

j. Find the tombstone of someone who lived more than a century. Record the facts.

k. Look on the headstones for epitaphs. Copy at least 10. Choose the best, the funniest, and the saddest epitaphs. Label each.

l. Determine what materials were used in the making of grave markers. Are these materials found locally?

m. Estimate the number of tombstones in the cemetery.

n. Gather information for classifying tombstones. Determine ways tombstones can be classified. Examples: size, shape, names, color, decades, marker material.

o. Copy 15 names from headstones (random search). Record birth and death dates and age at death. Tally the ages in the following age groups: 0-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100.

p. Record ages at death for 10 men and 10 women. Find the average age of death for each group. Compare the average age at death for women with the average age at death for men.

q. Measure the perimeter of at least 10 headstones. Record data.

r. Choose a tombstone that in intriguing. Record all information to use for an exercise in creative writing.

s. Make a tombstone rubbing.

t. Many tombstones have misspelled words on them or mistakes on the dates. Some will even show several spellings for the same last name. Why, do you suppose, did this happen?

u. After finding the grave of a young child, tell what you think might have been the cause of his/her death. What reasons can you give for the large number of children buried in an old cemetery as compared to a smaller percentage of children in a new cemetery?

v. Determine if this cemetery is still accepting people for burial. If not, find out when it stopped.

w. Take note of the living things found in or around a cemetery. Estimate the ages of the largest trees.

x. What is the significance of placing flowers on graves?

y. Take note of the use of the land or buildings next to the cemetery.

*12. Visit a modern cemetery. Is it a perpetual care cemetery? Does it contain a garden mausoleum? a chapel mausoleum?

*13. Compare and contrast the similarities and differences of two cemeteries. Discuss advantages and disadvantages of each one.

14. Read Thomas Gray's Elegy Written in a Country Churchyard. Choose several of these to read aloud. Compare European burial to our own.

15. Research special cemeteries such as Arlington National Cemetery and the Moravian cemetery in Old Salem in Winston-Salem, North Carolina. What criteria must be met in order to be buried at Arlington National Cemetery? Locate this cemetery on a map of the U.S. Name at least 5 people who are buried there.

    At the Moravian cemetery in Old Salem, burial is not by families but by choirs--groupings by age, sex, and marital status. Flat stones, rather than headstones are used to show humility; the uniform size of the stones reflects the democracy of death.

*16. One burial in Hyde County, North Carolina of A.I. Credle in 1844 is a perpendicular burial. It seems the man had suffered from asthma all his life and by specific request was buried standing up since he "couldn't rest lying down." (Grave Humor, p. 6) Can you think of other reasons for burying people "standing up"?

17. Read aloud or have students read a book of short stories called The Graveyard and Other Not-So-Scary Stories by William E. Warren. Allow students to then compose a ghost story of their own.

18. Discuss funeral music and listen to some familiar funeral hymns. In cooperation with the music teacher, the class might sing some of the most familiar ones. The class could compose a new song appropriate for a funeral.

19. Play "Danse Macabre" by Camille Saint-Saens and show the accompanying filmstrip.

20. Place a number of books in a resource center that deal with death. (These are listed in the materials section.)

21. Use a polaroid camera to make pictures of different kinds of markers in the cemetery and anything the students find interesting. Make a bulletin board using these pictures.

*22. The student has been given the task of developing 100 acres of land into a cemetery. Design a cemetery for this land that would be both attractive and practical. Sketch what this cemetery would look like. Include landscaping with trees, statues, and the like.

*23. In the National Geographic Magazine of June 1987 is a story about an Eskimo family of five that was entombed under ice for about 500 years. Spend some time discussing this phenomenon.

CULMINATING ACTIVITIES

1. Make bar graphs, line graphs, or picture graphs using information obtained at the cemetery.

2. Choose an intriguing person from a tombstone in the cemetery that you visited. Write an epitaph for this person or an imaginary character.

*3. Design a tombstone for yourself or someone else. What would a tombstone look like in the year 2050?

4. Use the data recorded for creative writing to compose an imaginary biography of that person's life. Include the biography in the cemetery booklet.

*5. Interview older family members about ancestors. Tape record the interviews. Transfer the information to ancestry charts. Use this data to begin to develop a family tree.

*6. Project into the future and write at least three different solutions to the problem of lack of space for cemeteries.

*7. Debate the issue of using outer space as a repository for ashes from dead bodies.

*8. Use the selections from the 244 poetic epitaphs in Edgar Lee Master's Spoon River Anthology for a dramatic presentation. This is an appropriate and creative culmination to a cemetery study, as the citizens of Spoon River who lie under the grey stones upon The Hill speak of their lives.

*9. Choose a play to present to fellow students and parents. Two plays are included in the appendix section. One is entitled "Ghosts Are Revolting!" and the other is "Toom Many Mummies."

10. Display the tombstone rubbings on the bulletin board, along with the creative writing assignments and tombstone designs.

EVALUATION ACTIVITIES

*1. Write a history of the community as discovered in the visit to the cemetery.

*2. Do some research and draw your family tree as far back as possible.

3. List five of the most important facts you learned in your study of this unit on the cemetery.

TEACHING TIPS

The following suggestions are made for teachers using this unit:

1. A cemetery booklet could be prepared for each student containing directions for activities, information, and space for recording data. Blank pages might also be included so that students can record data or draw pictures of their own choosing. This also gives them extra pages for creative writing.

2. This study might best be tied in with Halloween, since that holiday is often associated with graveyards.

3. Be sensitive to students who may have experienced the recent loss of a family member or friend. This unit may need to be delayed indefinitely.

MATERIALS

BOOKS

Dead and Gone, Wellman, Manly Wade. Chapel Hill: Univ. of N.C., Press, 1954. Classic crimes of N.C.

Death Be Not Proud, Gunther, John. New York: Harper and Row, 1949. John Gunther, Jr. died of a brain tumor at the age of seventeen, after a long series of operations. This is not only a story of his courageous battle against death, but a tribute to a remarkable boy.

Good-bye, Chicken Little, Byars, Betsy. New York: Harper and Row, 1979. A boy discovers that he doesn't have to be personally responsible for his uncle's drowning.

Nana Upstairs and Nana Downstairs, New York: Putnam, 1973. A small boy enjoys his relationship with his grandmother and his great-grandmother, but he learns to face their inevitable death.

Nana, Littlefield, Lyn. New York: Harper and Row, 1981. Although her grandmother has died, a young girl still sees her all the things living and growing around her.

A Taste of Blackberries, Smith, Doris Buchanan. New York: Crowell, 1973. A young boy recounts his efforts to adjust to the accidental death of his best friend.

When Grandfather Journeys Into Winter, Stret, Craig Kee. New York: Greenwillow Books, 1979.

A young Indian boy struggles to accept his grandfather's rapidly approaching death.

The Tenth Good Thing About Barney, Viorst, Judith. New York: Antheneum, 1984.
In an attempt to overcome his grief, a boy tries to think of the ten best things about his dead cat.

A Summer to Die, Lowry, Lois. Boston: Houghton-Mifflin, 1977.
Thirteen-year-old Meg envies her sister's beauty and personality. Her feelings don't make it any easier for her to cope with Molly's strange illness and eventual death.

MATERIALS

Why Did Grandma Die? Madler, Trudy. New York: Raintree, 1980.
Presents the concept that death is a natural part of life and promotes children's awareness of the feelings they have for others.

RECORDINGS

"Danse Macabre" - Camille Saint-Saens

FILMSTRIPS AND SLIDES found in Catawba County Schools, N. C.

"Gramps", - Sound Filmstrips #117.

"Living with Dying", - Parts 1 and 2, Slide Sets - 25-36.

FREE MATERIALS

Direct Marketing Educational Foundation, Inc.
6 East 43rd Street
New York, New York 10017

"Facts Every Family Should Know"
"Consumer's Guide to Funeral Planning"
"Pre-Need Planning and Financing"

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G/C/T/ - September/October - 1985, pp. 2-5.

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Hall, Alonza C. Grave Humor, Charlotte: McNally, 1961.

Instructor - April 1977.

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Mann, Thomas C. and Greene, Janet. Over Their Dead Bodies, Vermont: Stephen Greene Press, 1962.

Masters, E.L. A Spoon River Anthology, New York: MacMillan, 1914.

National Geographic, June, 1987, pp. 824-836.

Plays - May, 1985, pp. 21-30, and Plays - October, 1986, pp. 57-63.

Science and Children - October 1973, p. 42.

Social Studies - July/August 1980, pp. 175-177.

Teacher - October 1975 - pp. 66-76.

Wallis, Charles L. Stories on Stone, New York: Oxford University Press, 1954.

Warren, William E. The Graveyard and Other Not-So-Scary Stories, New Jersey: Prentice-Hall, Inc., 1984.

Wilfong, Neal. Tombstone Inscriptions of the Old St. Paul's Church Cemetery, 1969.

American Heritage, Feb.-Mar. 1987, Vol. 38, No. 2, pp. 58-63.

Gillis, Adolph, and Benet, William Rose. Poems for Modern Youth, New York: Houghton-Mifflin, 1938.

APPENDIX A

CEMETERY STUDY VOCABULARY

1. EPITAPH
2. CRYPT
3. EULOGIES
4. MORTICIAN
5. CEMETERY
6. CREMATION
7. BOOT HILL
8. INSCRIPTION
9. DECEASED
10. GENEALOGY
11. SYMBOLISM
12. MORTUARY
13. CATACOMBS
14. SEPULCHER
15. WAKE
16. REQUIEM
17. SHROUD
18. FUNERAL
19. CORPSE
20. CRYONICS

APPENDIX B

HUMOROUS EPITAPHS

"Ma loved Pa
And Pa loved women;
Ma caught Pa with one in swimmin';
Here lies Pa."
Lee, Mass.

Mrs. Alpha White, weight 309 pounds

Open wide ye golden gates
That lead to the heavenly shore,
Our father suffered in passing through
And mother weighs much more.

An unintended smile: but factual!
Portland, Maine

The little hero that lies here
Was conquered by diarrhea.
Burlington, Vermont

Beneath this tone our baby lays,
He neither crys nor hollers,
He lived just one and twenty days
And cost us forty dollars.

Here lies my wife;
Here let her lie!
Now she's at rest
And so am I.
John Dryden, 1631-1700

Matthew Mud
Here lies Matthew Mud
Death did him no hurt
When alive he was Mud
And now dead he's but dirt.
Norfolk, England

from Grave Humor

A Woman's Touch

Women: Past, Present, Future.

Barbara Hastings

A Woman's Touch
Women: Past, Present, Future
Barbara Hastings

Introduction

Society is quickly changing and women have come a long way since the adoption of the 19th amendment, but the way has not always been smooth and easy. Men and women are both being affected by the changes that are taking place. Many decisions are having to be made which affect more than just the man or the woman. Career choices and the problems that go with them need to be investigated before decisions are made.

In this unit on famous women, students will be able to study women to help correct and fill in the gaps in the history of women and to better see the importance of women. They will study to see how discrimination has prevented women from making advances as quickly as men and what is being done to help correct the situation. Topics such as the Equal Rights Amendment, sex -stereotyping in the media, career opportunities and problems, and the changing family will be explored. The effects of these changes on men and women will be discussed. Students will also be given the opportunity to evaluate advances and to predict the role of women in the future.

This is an especially important topic of study for the gifted because of their unique characteristics which will result in their being the leaders and decision makers of the future. They must be aware of the problems women and men face because of the changing roles so that they can better understand the problems and therefore the possible solutions. This study will also help them as they begin making career choices.

This study is designed for use with students in the middle school (6-9), covering a period of four weeks. It is especially suited to March which is Women's History Month. It can easily be adapted in length and content. This study can also be integrated into the total curriculum but is especially suited to social studies and language arts.

Objectives

At the conclusion of this unit, students will be able to:

1. Identify famous women in history and briefly summarize their contributions to society.

2. Compare the qualifications necessary for specific leadership roles, e.g., president of a corporation, a US senator.

3. Determine the major problems women face when they are the first woman to do a man-oriented activity.

4. Analyze the problems women face in comparison to men; e.g., lower salaries, less chance for advancement, home and professional responsibilities.

5. Develop an understanding as to why women have been slower in gaining rights and be able to explain how events such as the 19th Amendment and the Equal Rights movement have contributed to advancements.

6. Predict the role of women in the future based on the conditions of the present.

7. Categorize times when women were especially important in history such as during a war, the Depression.

8. Produce a product (play, editorial, position paper) concerning history without women and/or describe the role of women throughout history.

9. Evaluate key events which have contributed to the advancement of women such as the 19th Amendment and the push to ratify the Equal Rights Amendment.

10. Analyze the media representation of women and determine changes that have occurred through the years. (June Cleaver in 1958 & 1988; Lucy and Ethel vs. Kate and Allie).

11. Evaluate the changes that have occurred in homes due to the changing role of women.

12. Determine how changing women's roles have affected areas such as fashion, advertising, and kitchen appliances.

13. Demonstrate an understanding that what determines fame, greatness, and importance depends upon many factors.

14. Convey how sex-stereotyping has affected men and women in areas such as attitudes and career choices.

<u>Introductory Activities</u>

1. Three to four weeks before beginning the unit, begin collecting and displaying articles and pictures about famous women. This can be done by the teacher to create interest (the unknown element) or by having the students look in papers and magazines.

2. Brainstorm and list as many famous women as you can in 5 minutes. This can be done individually or in small groups with the results shared. It could be about any famous woman or women in particular categories, e.g., movie stars, government, etc.

3. Show a video on Christa McAuliffe and the Challenger disaster.

4. Read brief short stories. Each student could have a different woman to read about or several stories could be read by the group. See Appendix.

5. Use Women in History activity pages to introduce famous women. These can be purchased from Expanding Horizons.

6. As a group, list the 10 most famous women in history. This activity should prove that there are so many famous women that it would be impossible to list only 10.

7. Assign each student a different woman to read about and then present a short history to the class.

Developmental Activities

Questions - Group Discussions

1. What is the 19th Amendment and what specific right does it give women?

2. What is the procedure to amend the Constitution?

3. Should girls be allowed to play little league or other sports that have traditionally been for men? Should boys be allowed on girls' teams?

4. Madam Curie died of cancer following her research with radium. Do you think her work was worth the personal sacrifice?

5. What have traditionally been the roles of men and women?

6. How have the roles of women changed through the years? How have men's roles changed because of the changes in women?

7. What determines the "head of the family"?

8. How has the changing role of women been portrayed in television?

9. Should women be allowed to fight on the front lines? What has traditionally been the role of women during the war?

10. What is NOW (National Organization of Women) and how has it affected men and women?

11. Are beauty pageants such as Miss America exploiting women?

12. Who was Susan B. Anthony and why is her picture on a silver dollar?

13. What is bulimia and anorexia? Why are women more likely to be afflicted (90%)? Examples: Karen Carpenter, Jane Fonda.

14. Who is Deborah and why is she important? (Judges 4: 4-9)

15. In what ways should boys and girls be treated differently? Under what, if any, circumstances should women receive differential treatment? Men?

16. Are there tasks that men can do better? Women? Why?

17. Women have a longer life expectancy. Heart attacks and other stress related illnesses have increased recently in women? What do you think has caused this?

18. Should boys and girls be given different toys or is it okay for boys to play with dolls and girls with cars?

19. What is " being equal"?

Independent Activities

1. Using the biographical dictionary (or other sources), compose a short sentence telling the background and the importance of each woman assigned. See Appendix A.

2. Read the poem "Elizabeth Blackwell" (HJB Timeless Voyages). Write a letter to DEAR ABBY about her problem. It can be in either the first or third person; e.g. I have a problem... or My friend Elizabeth has...

3. (Use Appendix D) In groups of 10, each student selects an important female teacher to research. Individually, each student completes sections A- D. At the end of the week, groups come together to complete E & F and the puzzle.

4. If you were Amelia Earhart, how would you feel on the morning of your most historic flight? Write a short journal entry to express your feelings.

5. Research a famous lady.
   1. Write a newspaper article commemorating her achievement as if you were an eye witness.
   2. Prepare a radio short/promo highlighting the event with the purpose of encouraging the people to listen at the full news time. This could be done as TV spot.
   3. Develop an interview. Present the interview to the class.

6. Watch a tape of I LOVE LUCY and KATE & ALLIE. Be prepared to discuss the role of women and how it has changed in 25 years.

7. Research the Equal Rights Amendment. What will it take to ratify it? Prepare a presentation for your state legislature giving the reasons why it should or should not be ratified. Be specific.

8. Predict what you think women will be doing in the year 2010. Present your predictions in a talk, diorama, a play, or a newspaper report.

9. How have fashions changed as the role of women have changed? Prepare a scrapbook showing the changes.

10. Some people suggest removing the sex-stereotyping of toys. As the president of Mattel, how would you respond to this? Prepare a speech to present to a group of women.

11. A man and a woman apply for the same job. If all the qualifications are equal, who should get the job? Clearly state your reasons.

12. A man and a woman have the same job with equal experience and qualifications. The man is paid more. As president of the company, can you justify it? Present your arguments as if you were asked by the woman.

13. In a monarchy, the female child is usually second or lower in line to the throne behind any of her brothers. Research to see if you can find out why this is so? Are there any countries where this is not the case?

14. Using the almanac, prepare a chart or graph comparing the time between when a man first set a record and a woman set the same record, e.g., the first solo flight across the Atlantic, the first Army general, the first governor.

15. You have just heard Bob Knepper of the Houston Astros say that women should not be umpires and that the role of a woman is to be subservient to a man. Write a letter to the editor in support of or against his viewpoint.

16. Your daughter wants to play little league. Develop a dialogue as to how you would explain your decision to not let her play. Reverse the position. You want her to play but you must convince her.

17. Using the above situation, present the arguments as if you were the daughter.

18. You have a special presentation which could result in a promotion and a substantial pay raise. Your 4 year old child becomes sick during the night. Do you stay home with her or send her to the baby sitter? Defend your position.

19. Your husband is offered a promotion which would result in a transfer. The change means that you must give up a well-established position. What arguments could be presented on both sides of the issue?

20. The above position is reversed. The wife has been offered a transfer. Does that change your position? Why or why not?

21. In groups of three, list any special requirements that you think a woman should have before she should become president.

22. Famous athletes such as Mary Lou Retton have left home to train. You wish to do likewise. Develop a dialogue between you and your parents.

23. Research the role of women in war. Prepare a short presentation for your class. Include how women's roles have changed from the Civil War to the Vietnam war.

24. You are the campaign manager for a woman presidential candidate. Plan her campaign.

25. What impact would it have had on our government today if women had not had the right to vote?

26. Predict where France would be today if Joan of Arc had not sacrificed herself for her country.

27. Mother Theresa has given her life to helping others. Research her story to see if you can see what motivates this type of service.

28. If you had been involved with the writing of the Constitution, what specific laws would you have included for women? Why do you think these laws were not included?

29. Describe how the life styles, values and expectations of women have changed since the time of your grandparents.

30. Predict how the U.S. would change if a woman became president.

31. Sandra Day O'Connor became the first woman on the Supreme Court. Explain why women's groups pushed to have a woman appointed.

32. Watch television for an hour. During the commercials, record how many times women are used to sell a product. Are their roles a housewife, a professional, or as sex appeal. Chart the results.

33. Using the newspaper, select obituaries of two women that are at least 25 years difference in age. Speculate the differences that they had in their lives. Share your ideas with the class .

34. Write a letter to someone recommending one of the famous women you studied for the job she had; e.g., Dear Franklin, If you plan to run for president, you need Eleanor for your wife because . . .

35. Select a female that you know and that you think will be famous. Write a descriptive paragraph telling why you think she will be famous.

36. Watch "Leave it to Beaver", 1958 and "The New Leave it to Beaver". How has the role of June Cleaver changed in thirty years? Present your findings in a speech to the class.

37. With a classmate, prepare a role-play of a parent and his/her daughter discussing future career choices.

38. Collect and compile cartoons which show the roles of women in society today. Examples: "Cathy", "Hi & Lois".

39. Compare Jane Fonda as a political activist, actress, and aerobics instructor/business woman. Present a talk to the class.

40. Research the life of Maria von Trapp and the problems she overcame during World War II. Present a talk to the class.

41. List the 10 women that you most admire and briefly state why.

42. Interview perspective parents concerning whether they prefer a boy or girl baby and why.

43. If possible, interview a famous and/or professional woman in your community. Ask questions such as why she chose her profession, obstacles she faced, career she had. Interview a housewife. Compare the results.

44. Using the almanac and other sources, chart the number of women that died in the major wars.

45. Chart the life expectancy of men and women during the last 100 years. How have the numbers changed?

46. Research the roles of women in Russia and the U.S. How are they similar? Different?

47. Who is Golda Meir and what influences has she had on Israel. Prepare a short speech for the class.

48. Madeline L'Engle, author of A Wrinkle in Time, once said, "Rather than rushing about being little men, I think women should very gently lead men back into being a little bit more whole." Write Mrs. L'Engle a letter of support or opposition to her comments.

49. If you could be any woman in history, who would if be? Prepare a talk for the class as if you were the lady.

Culminating Activities

1. Develop and produce a newspaper documenting famous women and their accomplishments.

2. Through a time warp, Susan B. Anthony shows up at a NOW meeting. What questions might she have? How could she be informed of the changes women have gone through?

3. Write a letter to a famous woman (living or dead). Be sure to ask any questions that you are unsure about after you have studied about her.

4. After reading about Christa McAuliffe, prepare a debate on whether the risk she took was worth the consequences.

5. Predict what you think the role of women will be in 2010 based on the facts of today.

6. Develop a series of Jeopardy questions under the category "Famous Women." Present these to the class; e.g., Susan B. Anthony. Answer: Who was a leader in the movement for women voting rights?

7. Prepare a play where famous women meet and discuss their roles in history.

8. Invite a successful local female to speak to the class. Another choice would be someone who gave up a profession to stay at home.

9. Prepare a public announcement (PA) short for the morning announcement about a famous woman.

10. Produce a radio and/or TV video about the famous women or the changes in history.

Evaluation Activities

1. Present the newspaper (culminating activity #1) to a local newspaper to be critiqued.

2. Present the play (culminating activity #7) to the school as an assembly program and/or PTA program.

3. Play Jeopardy using the questions from activity #6.

4. Present the radio/video to the Women's Resource Center as a media resource.

Resources & Bibliography

Europe and the Soviet Union (current adoption). Glenview, Illinois: Scott, Foresman & Co., 1988.

Previews (current reading adoption). Chicago, Illinois: Riverside Publishing Co., 1986. (This book has several short stories concerning women.)

Timeless Voyages (previous adoption). NY: Harcourt Brace Jovanovich, 1979

To Space and Back. Sally Ride.

Materials that may be purchased:

Engine-Uity (porta centers)
- Laura Ingalls Wilder
- Eleanor Roosevelt
- Clara Barton

Expanding Horizons (activity books)
- Great Woman Card Games
- Women in History

Good Apple (activity books)
- Exploring Lives of Gifted People in the Arts
- Exploring Lives of Gifted People in the Sciences
- Learning from the Lives of Amazing People
- Creative Encounters with Creative People

Resource people

There are numerous successful females in the area. One must just look in the paper and/or the community. Listed below are possible sources which may be of help or will be able to refer you to other resource persons.

Numerous Real Estate offices are owned and/or operated by women.

Doctors and/or dentists.

Attorneys.

Organizations
- League of Women Voters.
- Women's Legislative Agenda.
- Council of Women

Educators

Publications

Appendix A

There are many famous women that can be studied in this unit. Users of this study are encouraged to select women that will be important to their students and that can be integrated into the total curriculum through social studies or reading. Before beginning the unit and selecting the women, it is advisable to visit the local media center to determine the available biographies of famous women. The study could also concentrate on a particular period of time or a specific vocation.

Listed below are possible choices of famous women.

Medicine/Science
Clara Barton
Elizabeth Blackwell
Marie Curie
Jane Goodall
Florence Nightingale

Government/Public Service
Jane Addams
Susan B. Anthony
Marie Antoinette
Shirley Chisholm
Deborah (Judges 4: 4-11)
Elizabeth Dole
Geraldine Ferraro
Betty Ford
Joan of Arc
Barbara Jordon
Golda Meir
Mother Theresa
Sandra Day O'Connor
Queen Elizabeth I & II
Queen Isabella
Eleanor Roosevelt
Margaret Chase Smith
Samantha Smith (wrote Gorbachev)
Margaret Thatcher
Sourjourner Truth

Transportation
Christa McAuliffe
Amelia Earhart
Judy Resnik
Sally Ride

Authors/Artists
Louisa Mae Alcott
Corrie ten Boom
Anne Frank
Helen Keller (Anne Sullivan)
Grandma Moses
Georgia O'Keefe
Joni Eareckson Tada
Harriett Tubman
Maria von Trapp
Margaret Bourke White
Laura Ingalls Wilder

Sports/Entertainment
Joan Benoit
Nadio Comaneci
Jane Fonda
Mary Lou Retton
Wilma Rudolph
Babe Didrikson Zaharias

Appendix B

Dear Parents,

Your child will be studying famous women and their place in history. We hope to focus on changes in women's roles to help us understand problems and decisions men and women must face in our changing times.

If you wish to share any information on this topic and/or share in our discussions, you are welcome. Please contact me before or after regular school hours to arrange a time.

Listed below are some homelearning activities that you may wish to use to help your child understand the role or women.

Thank you.

(Teacher's name)
(School)

1. Discuss with your child, the opportunities for women (you, your mother, and/or your grandmother) as you grew up.

2. View TV shows that have women as the main characters. Discuss what you agree with and disagree with. Compare TV situations to real life situations.

3. Scan the newspaper for local, successful professional women or for women that have received special recognition.

4. Look in the phonebook to find out the number of men and women lawyers and doctors in the area.

5. Read together and discuss the short stories about famous women that your child will be bringing home.

6. Discuss career possibilities and requirements with your child.

Appendix C

For further information about women and the problems they face, you may wish to consult the following sources. These may be especially helpful in working with gifted girls.

Adderholdt-Elliott, M. (1985). Perfectionism: What's Bad About Being Too Good? Minn., MN: Free Spirit Publishing.

Braiker, H. (1986). The Type E Woman: How to Overcome the Stress of Being Everything to Everybody. Dodd, Mead & Co.

Davis, G. & Rimm, S. (1985). Education of the Gifted and Talented. Prentice Hall & Co.

Fox, L. (1981). Preparing Gifted Girls for Future Leadership Roles. G/C/T, March/April.

Kerr, B.A. (1985). Smart Girls, Gifted Women. Ohio Psychology Publishing Co.

Kirkland Gelsey. Dancing on My Grave. (ballerina - her story.)

O'Neill, Cherry Boone. Starving for Attention. (Pat Boone's daughter and her problem with anexoria.)

Roeper Review. Vol. 2, No. 3. Feb/March 1980.

Roeper Review. Vol. 7, No. 3. Feb. 1985.

Skilnick, J., Langbort, C., & Day, L. (1982). How to Encourage Girls in Math and Science. Dale Seymour Publications.

Beacons Along Our Shore

Gilda Barger

Beacons Along Our Shore

Gilda Barger

A study of warning beacons, past, present, and future, along the coast of North Carolina.

I. INTRODUCTION

Ever since the discovery of America, the waters off the coast of North Carolina have been recognized by mariners as treacherous. So many lives, ships, and cargoes were lost in shipwrecks that the coast soon became known as the Graveyard of the Atlantic. Mariners recognized a need for warning beacons long before any were constructed. The purpose of this unit is to trace the history and development of various types of warning beacons along the coast of North Carolina from the beginning to present day and predict their future. This is an important unit of study because North Carolina's development as a state was affected by its rugged coastline. White settlers moved south from Virginia about 1650 instead of entering along the coastline. In the early 1800's one of the major reasons North Carolina became known as the "Rip Van Winkle" state was that the state had no major seaport. Through this study students will observe that the ruggedness of North Carolina's coast has not changed but that man's effectiveness to deal with it has changed and continues to improve.

This is a high interest study designed for fourth graders for a time period of two to three weeks. It is especially suited for the gifted because it will: (1) allow them to research and develop a facet of the unit topic based on their individual interests and special abilities, (2) give them an opportunity to practice leadership skills in planning and organizing a culminating activity, and (3) strengthen the skills of analysis, synthesis, and evaluation as they work through the activities.

This unit also has a long range goal that makes it especially suited for the gifted. Assuming that the gifted are potentially our community leaders, our state's political leaders, and leaders of our governmental agencies, they need to be knowledgeable about our coastal region and its special problems. They should be made aware that not only is our coastline one of the most treacherous in the world but also that our Outer Banks region is a part of the Atlantic barrier island system that is migrating westward. Sand is being moved toward the sounds as storm-driven ocean tides wash over the islands. Barrier islands are considered one of the most changeable land masses on earth. This is why Cape Hatteras Lighthouse, a stationary structure, is being threatened. Shoreline erosion is presently occurring at Cape Hatteras at the rate of eleven feet per year. When the structure was built in 1870 it was 1500 feet from the ocean. By September of 1980, only 70 feet separated the lighthouse from the surf. How to solve the problem at Cape Hatteras is an on-going problem in the state. It involves money (possibly as much as $5 million or more) and selection of a plan that will not only be effective but will also please the majority of the people of the state. This unit will begin building that background of knowledge and may also serve as a springboard to a study of what man himself is doing to destroy the Barrier Islands and how that distruction could be prevented.

II. OBJECTIVES

At the conclusion of this unit students will be able to:

1. Explain the unique features of the North Carolina coast that make it so treacherous
2. Identify the various types of warning beacons constructed both on-shore and off-shore
3. Report on problems encountered by planners and builders of beacons
4. Trace the methods of lighting the beacons developed through the years
5. Know when the first beacon was constructed and when the most recent construction was completed
6. Explain why beacons were not built earlier on the coast of North Carolina
7. Know the government levels and agencies responsible for construction of warning beacons from the colonial period through today
8. Demonstrate a knowledge of the location, identification, and facts concerning all warning beacons still in operation on the coast of North Carolina today
9. Describe the impact the rugged coastline had on the development of North Carolina
10. Be familiar with the types of ships that sailed the seas during this time period
11. Recount stories of shipwrecks
12. Realize the inadequacy of life-saving stations in terms of man-power and equipment available to help a ship in trouble
13. Imagine what life was like for mariners, light keepers, and those involved in helping ships in distress
14. Be familiar with the issues involved in the question of the state's responsibility in saving lighthouse structures as they are threatened by shoreline erosion
15. Express feelings and opinions about the future of Cape Hatteras lighthouse

16. Predict the future of warning beacons based on a knowledge of technology in use today

III. ACTIVITIES

A. Introductory

1. Sailors consider a beacon of light as a navigational aid to guide them to shore safely. Read the legend of "Nags Head" to the class. Discuss how a group of pirates once used this fact to their advantage according to the legend.

2. Examine a map of North Carolina noting the long, irregular coastline, the Barrier Islands, sounds, and inlets. Briefly describe the problems they presented to mariners.

3. Create a mood for the unit by asking students to close their eyes and use their senses to imagine and describe experiences while on the beach.

4. Read or tell stories of shipwrecks along the coast of North Carolina. Ask students to imagine being there and discuss the story.

5. Display pictures, postcards, or photographs of warning beacons, past and present, in the classroom.

6. Show pictures and/or give verbal descriptions of the following types of beacons used at one time along our coast: on-shore - skeleton towers and lighthouses; off-shore - lightships, screw-pile lighthouses, and Texas towers. Discuss the characteristics all types have in common.

7. Invite a person from the community that has seen at least some of the beacons to talk to the class and answer questions.

B. Developmental

1. Learn to identify lighthouses according to day marker patterns.

2. Learn to recognize the Texas tower structure used for Frying Pan and Diamond Shoals Light Towers.

3. On a map of the North Carolina coast locate and label the site of all beacons.

4. Complete a chart including the following information: name and type of beacon, date built, visibility, location, description, noteworthy facts, and a sketch of the structure that houses the beacon.

5. Place the name and date of construction for each beacon on a time-line along with other major events from North Carolina's history.

6. Utilize inexpensive materials to build a model of your favorite beacon.

7. Analyze the coast of North Carolina to identify what makes it so treacherous. Make a list of your findings and mark the most dangerous places on a map of North Carolina.

8. Write a verbal description of the boundaries of the Graveyard of the Atlantic.

9. Trace the use of light to warn sailors at night from hillside fires to the beacons of today.

10. Trace the progression from the use of whale oil to the automation of today for lighting beacons.

11. Research the development in 1823 of a reflector lens by the French physicist, Augustin Fresnel. How did this invention change the effectiveness of beacons?

12. Write a report on electronic techniques being used today in our beacons as navigational aids.

13. Compile a chronological list of the governmental levels and agencies responsible for the construction of warning beacons in North Carolina beginning with the Carolina Colony.

14. It was well after the Revolutionary War before a building program of warning beacons was begun on the coast. Read pp. 5-14 in North Carolina Lighthouses by David Stick and then make a list of reasons as to why it took so long to begin this construction.

15. Dexter Stetson was the foreman for the present Cape Hatteras and Bodie Lighthouses. He was an ingenious man who was able to figure out how to build a sound structure in an isolated spot with century old technology. Describe the process he used to build a solid foundation and base for these structures.

16. Identify the most common problem encountered with lightships.

17. Screw-pile lighthouses and the Texas towers are both constructed on the same principle. Discover this principle through reading about the construction of this type beacon.

18. Research several accounts of the history of North Carolina for facts that substantiate this statement: The settlement and rate of development in our state was slowed because of our rugged coastline.

19. Using a map that includes a scale of miles, find out approximately how far apart each lighthouse is located. In her book Exploring the Lighthouses of North Carolina Cindy Corey states that lighthouses are located along the Carolina coast, approximately 40 miles apart so "that north and south-bound vessels can spot a light ahead before a light astern disappears." Explain her statement using the distances you estimated and information concerning visibility from the chart completed earlier. Do you agree or disagree with her statement? Why or why not?

20. Research the types of sailing vessels used by mariners at this time. Draw and label sketches of these.

21. Read stories of ships lost at sea. Prepare several of these to tell to the class.

22. Pretend you are a light keeper. Write entries in your diary for two weeks telling of your job responsibilities, weather conditions, feelings, daily happenings and unusual occurrences.

23. Pretend you are one of four seamen aboard a lightship off the coast of Cape Hatteras during the winter of 1825-26. Describe your feelings.

24. Pretend a shipwreck has just occurred. Write an account of what happened next from one of the following viewpoints: a sailor trapped on the ship, a light keeper watching from the tower, a member of the Life Saving Service, or a local resident standing on the beach.

25. Read current articles, pamphlets, and published reports on efforts to save Cape Hatteras Lighthouse. Write a report that tells why it is in danger, efforts made so far to save it, and future plans. Pretend you are a member of a committee to reach a final decision about the lighthouse. Devise a plan and make a recommendation.

26. Consider and discuss in class the following questions concerning the future of lighthouses:

    a. Would the historical significance of a lighthouse be lost or damaged by moving the structure to another site?

    b. Should anything be done to save a lighthouse from destruction by the natural forces of nature?

    c. Can the cost to attempt to save a lighthouse be justified?

    d. Whose responsibility is it to attempt to save a lighthouse?

27. Contrast the life of a light keeper (wickie) to that of a park ranger that is in charge of keeping a beacon burning today.

28. Use role play to express the feelings of a light keeper when he was replaced by automation.

29. The village of Ocracoke, N.C. grew around the Ocracoke light. The town of Hickory, N.C. grew around the railroad station and tracks. Compare and contrast these two communities.

30. Teach the song "Cape Hatteras: North Carolina's Pride and Love" to the class. Let the fact a fourth grade class wrote this song serve as an inspiration and example for this class to compose an original song.

31. Write poems about the unit topic and compile them into a class booklet. The booklet could be done in the shape of a lighthouse.

C. Culminating

1. Plan and produce a thirty minute news commentary type video on the unit. Utilize as much of the special research completed by individuals or small groups as possible. Share the video with otherfourth grade classes.

2. Write and publish a newspaper on warning beacons as a class project. Ask several students to write editorials on unit issues discussed in class.

3. Prepare and conduct a survey among fourth graders (and possibly fifth also) in your school concerning their feelings about attempts to save our lighthouses as the need arises. Analyze the results.

4. Prepare a 30 minute program for the radio telling stories of shipwrecks. Concentrate on developing good story telling techniques.

5. Pretend the class is going to take a chartered bus to the Outer Banks for a field trip. You are going to visit all six lighthouses. Plan the trip for the bus driver. Mark his route on a map of North Carolina. Estimate the mileage and the number of days the trip will take from departure to return. Assume you are leaving from your school.

IV. EVALUATION

1. If you could select another lighthouse to save besides Cape Hatteras which one would you choose? Defend your choice. Design a T-shirt to help raise money for your cause and publicize your campaign.

2. Write an editorial to the newspaper expressing your views on the cost of saving Cape Hatteras Lighthouse to the taxpayers.

3. Evaluate these statements:

   a. Lighthouses are romantic sentinels on our coast.

b. Lighthouses are a welcome and a warning to sailors.

c. Lighthouse structures are graceful but yet imposing.

4. Pretend you have been selected by the governor to serve on a task force to recommend a policy for the state to adopt concerning attempts to save lighthouses for historical purposes in the future. Write that policy.

5. When Congress appropriated $75,000 for the new Cape Hatteras Lighthouse in 1876 the Light House Board emphasized that "quality is a much greater object than price, both in materials and workmanship." What conclusion can you make from that statement?

6. Watercolorist Samuel D. Bissette, of Wilmington has completed 35 paintings presenting a pictorial panorama of life in North Carolina as it was in the years of 1885 to 1910. One of his windows of the past is an old-fashioned screw-pile lighthouse on Croatoan Sound. Another is a painting of a Shipwreck on the Beach in Dare County. Study these paintings as pictured on the cover and on page 14 of The State magazine, August 1984. Why do you think Mr. Bissette felt it was important to include these two subjects as a part of his panorama?

7. Read the proposed plan for constructing a sea wall around Cape Hatteras and the newspaper article discussing its merit. Allow the group to discuss the sea wall proposal as well as the other possible solutions mentioned. Why do you think the experts do not all agree on the same proposal?

Teaching Plan

In teaching this unit I suggest following the introductory activities with the first five activities listed under the developmental section. Upon completion of these five activities with the entire class, assign individual or small group research topics or writing activities. Utilize the culminating activities to share information with the whole class. Conclude the unit by presenting all the evaluation activities to the class and letting them choose several to complete.

Materials for Teaching the Unit

1. Several copies of the following books:
   Exploring the Lighthouses of North Carolina by Cindy Corey
   North Carolina Lighthouses by David Stick
   Graveyard of the Atlantic by David Stick

2. Collection of pictures of the beacons from books, postcards, pamphlets, or other sources.

3. Class size quantities of the map, chart, and time-line worksheets.

4. Current newspaper articles, reports, and pamphlets on the beacons.

5. A copy of The State magazine for August, 1984.

6. Copy of the chart, Ghost Fleet of the Outer Banks.

7. Current set of encyclopedias.

8. Several historical accounts of North Carolina's past on the reading level of your students.

*David Stick's books can be found in public libraries for check-out or can be ordered from Broadfoot's of Wendell, 6624 Robertson Pond Road, Wendell, North Carolina 27591. Broadfoot catalogues are free, call (919) 365-6963. Cindy Corey's book is sold at numerous places on the Outer Banks including the Visitors Centers at the lighthouses. Copies of her book could be ordered at the same time current information is requested on the lighthouses at one of the following addresses or telephone numbers:

Superintendent, Cape Hatteras National Seashore
Route 1, Box 675
Manteo, North Carolina 27954
1-919-473-2111

Cape Lookout National Seashore
P.O. Box 690
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Desire, Design, and Destiny

Meredith Ebert

Desire, Design, and Destiny
Meredith Ebert

INTRODUCTION

Many people believe that life begins with a flip of a coin -- each side branding one either a winner or a loser and pushing one down a preprogrammed path to a predetermined destiny. For no man can blame himself for the acts of God, the combinations of genes, or the fickleness of fate. And no man can escape them; he remains a powerless puppet.

In truth, a man may lead a rich, full life or a shallow, empty existence, but whatever he gains from life is a matter of choice -- his choice. Neither diety, heredity, nor chance programs man. Man programs himself. Whether he pursues a course that will lead to misery, mediocrity, or magnificence is his own choosing. It is the purpose of this teaching unit, therefore, to help the student realize that success and happiness are not simply tossed out to the lucky catcher, like the bride's bouquet after a wedding. But that he alone is the dreamer, designer, and deliverer of his destiny.

This unit is especially appropriate for use with gifted and talented underachievers. Repeated failure and frustration in school often produce in the underachiever feelings of impotence and resignation. He perceives himself as powerless to influence events in the classroom and in his own life. Often he chooses ways of behaving that merely perpetuate the cycle of failure and frustration. This unit is designed to make the student aware that he does have control. It takes him step-by-step through a process of self-analysis and planning that, if followed, will provide him with actual success in achieving some personal goals. As the student begins to accept the reality of his power to plan and provide his own destiny, attitudes, aspirations, and achievement should improve.

This unit is designed for junior high students in language arts and social studies. The unit can be used over a four to six week period. Much of the material in the unit is based on William Glasser's reality therapy. The teacher should have a basic knowledge of this therapy before introducing the unit. A bibliography of readings on reality therapy can be found at the end of the unit. Activities in this unit require some self-disclosure, therefore, establishing an environment of warmth and acceptance is also an important prerequisite. The teacher should monitor peer response to insure any openness is received in an appropriate and supportive manner. For group activities, the student should be free to choose a group with whom he feels he can work with comfortably and effectively. Any group activity should be conducted in his chosen subgroup. This group should consist of a minimum of three students and a maximum of five. The student should maintain the group throughout the unit.

OBJECTIVES

At the conclusion of this unit, the learner will be able to:

1) Identify examples of successful people in past and present.
2) Prepare a list of characteristics of successful, fulfilled people.

3) Analyze characters in literature and in real-life to determine how their behavior effects their destiny.
4) Analyze his own behavior and determine its logical outcome.
5) Recognize and describe behaviors that yield negative results.
6) Differentiate between the use of fantasy as an escape and fantasy as a motivator.
7) Identify the things he wants and what he is doing to get them.
8) Clarify in writing the goals he wants to attain.
9) Design a plan for reaching his goals.
10) Recognize and describe constraints in his life.
11) Formulate a plan to modify, overcome, or cope with constraints.
12) Demonstrate commitment to a goal by achieving each small step by a target date.

INTRODUCTORY ACTIVITIES

1. Join a group of his choosing. The student should choose a group he can work with comfortably and effectively. All group activities will be conducted in this subgroup. This group should consist of a minimum of three students, a maximum of five. He will maintain this group throughout the unit. Take turns sharing with his group answers to the questions listed below:

   a. What was the high point of the last week? Talk about it briefly.
   b. Who is the one person who has done the most to make you who you are? How is that person significant for you?
   c. What is the most risky decision you ever made in your life?
   d. What is the one thing about yourself you life best?
   e. If, by magic, you could change one thing about yourself, what would it be? Why?
   f. Answer the following questions in one minute. They can be answered with a word or a phrase:
      1) What is the one skill you value most?
      2) What do you want to be?
      3) Who is your favorite hero? Why?
      4) Where do you expect to be living 20 years from now?
      5) Suppose you were told you have six months to live, what would you do in that time?

   When each group member has finished sharing answers to the questions, explore with the group their reactions to the activity. What have they learned and felt? Are they more or less comfortable with the group?

2. Read "Paul's Case" by Willa Cather
   a. Discuss with the class what Paul wants for his life. Is Paul artistic? Describe his reactions to music, to painting, to literature, and to the theater. What value does he find in the arts? Contrast Paul's view of Cordelia Street with the worlds that he finds at Carnegie Hall, at Scheley, at the stock theater, and in New York. Analyze Paul's behavior. What is

Paul doing to help him get what he wants? Why does he lie? What does he hate? What do Paul's clandestine trips to the stock theater, to New York, and his suicide have in common? Do you think Paul's tragic end was a logical conclusion to where his behavior was taking him?

b. Suppose Paul had not committed suicide. Write an epilogue to the story indicating what Paul's life would have been like after five years if he continued behaving in the same manner.

c. Analyze the sentence, "There it was, what he wanted -- tangibly before him, like a fairy world of a Christmas pantomime; as the rain beat in his face, Paul wondered whether he were destined always to shiver in the black night outside, looking up at it." Is there anything the student dreams about that he feels is unattainable for him? Does he think that Paul might have been able to become part of that world if he had changed his behavior? What enables some people to realize their dreams while others must always "remain outside, looking up at it"?

3. Research the life and write a biography of one of the following artists:

Ludwig Beethoven - composer
Frederick Smeltana - poet
Pierre de Ronsard - poet
Jean de la Bruyere - poet
Rene Alain Lasage - dramatists
Sir Joshua Reynolds - artist
Caldwallader L. Washburn - artist
E. Marlitt - opera singer and writer
Victor Hugo - author
Sommerset Maugham - author
Joseph Vaclav Mysebek - sculptor
Joseph Prosbsch - composer
Joseph Pultizer - journalist
Maria Theresia Von Paradis - musician
Ray Charles - musician
Roland Kirk - musician
Francesco Landino - musician
Konrad Paumann - musician
Oscar Baum - writer
Alexander Peter Reus - writer
Ludwig Cohn - writer
Petka Stajnov - composer
Antonia de Cabecon - musician
Francisco Salinas - musician

Include in his biography what the person wanted for his life. What did he do to get what he wanted. What great handicap did he have to overcome or cope with in order to realize his dreams? Does the student feel that this personality felt as Paul -- that he was "destined always to shiver in the black night outside, looking up at it (what he wanted)?" Write an essay contrasting the behavior Paul used to get what he wanted with the behavior of this artist.

4. Join his group. Do a written analysis of his behavior entitled "Where I am Taking Myself." In this analysis:
   a. Make a list of the things that are important to him and briefly state why they are important.
   b. Take each thing and write what has been his behavior around each
   c. What trends does he see in his behavior. Are they toward or away from his values? consistent or inconsistent? patterned or random? with or without purpose? positive or negative?
   d. What are the external circumstances affecting his behavior? What is the effect?
   e. Where is his behavior taking him? What is a logical conclusion? Name the payoff or the crises and set the date for it.
   f. What changes does he wish to make or not make? What goals suggest themselves? What are his next steps?

   Share his analysis with his group.

5. Read "The Secret Life of Walter Mitty" by James Thurber. Discuss with the class how Mitty sees himself, e.g. frustrated, superfluous, inadequate, etc. What does Mitty want, e.g. to be brave, admired by colleagues, adored by women? What does Mitty do to get what he wants? Share with the class some of the events in the student's "secret life." Is it wrong to fantasize and dream? What is the difference in using fantasy as an escape and using fantasy as a motivation? How many of our inventions, works of art, corporations began as dreams? What did Shakespeare mean in "The Tempest" by the lines "We are such stuff/as dreams are made on?"

6. Research one of the following an discuss if he or she used dreams as an escape or a motivator: Robert Fulton, Orville Wright, Martin Luther King, Susan B. Anthony, Thomas Edison, Richard Speck, Jonas Salk, Alexander Graham Bell, Alexander Flemming, John Hinckley, Andrew Carnegie, Charles Manson, The 1983 North Carolina State Wolfpack basketball team. Why is it that we remember only those whose escape into fantasy results in tragedy? Which use of fantasy seems to result in success and admiration?

7. Walter Mitty was James Thurber's fantasy. Research James Thurber's life and write a paper comparing Thurber with Mitty. Would we even know who Walter Mitty is if James Thurber used dreams as Mitty did?

8. Develop a fantasy of two days in the future ten years from now. The two days are a Friday, a workday and Saturday, a leisure day. Write a diary account of each of these two days. He should put into these days everything he wants, playing with the future and censoring nothing. He should go through the whole day as vividly, concretely, and detailed as he can. Where is he? What is he doing throughout the day? What is new? How does he feel? Who else is in his life now? When his diary is complete, he will share it with his group.

DEVELOPMENTAL ACTIVITIES

1. Read "Miniver Cheevy" by E.A. Robinson (see appendix). Discuss with the class how Miniver Cheevy, Walter Mitty, and Paul are alike. What form of escape does Miniver Cheevy use? What does Miniver Cheevy want? What does he do about what he wants? What does the student see as the logical conclusion to Miniver Cheevy's behavior?

2. Invite a panel of support group leaders to the class from Overeaters Anonymous, Alcoholics Anonymous, and Narcotics Anonymous. Have these personnel talk about why people use food, alcohol, and drugs to excess, e.g. poor self-concept, frustration with society, feelings of hopelessness, etc. What is it these people want, e.g. to be loved, needed, respected, etc. In their history of working with people has anyone ever received what he wanted by abusing food, drugs, or alcohol? What is the usual conclusion of unabated abuse of these substances? Psychologically? Physically? Socially? How do they attempt to help these people to change their behavior in order to get what they want? When the behavior changes, what are the results?

3. Compare the last line of Miniver Cheevy "Miniver coughed, and called it fate/and kept on drinking," with the lines from Julius Caesar "Men are at sometimes masters of their fates/The fault, dear Brutus, is not our stars/But in ourselves that we are underlings." Do you think Miniver agreed with Caesar? What parts does luck play in determining our destiny? Are our fates predestined? Who or what has control over our lives? Luck has been defined as "what happens when preparation meets opportunity." Explain what is meant by that. Give a personal example.

4. Ezra Pound wrote "A slave is one who waits for someone else to come and free him." What types of things keep people from changing behavior that is making them unhappy, e.g. fear of failure, inability to make decisions, financial obligations, moral standards, feelings of hopelessness. Are these constraints imposed or chosen? Read "George Gray" Edgar Lee Masters' Spoon River Anthology. (See Appendix) What did George Gray want for his life? What kept him from getting what he wanted? Were these constraints imposed or chosen?

5. Make a chart entitled "Things That Enslave Me." On this chart list in a column ten of the most significant constraints in his life. These constraints may be internal or external. They are limitations or obligations which he experiences as having an impact on him. When the list is completed, indicate in a middle column which constraints are chosen and which are imposed. In a third column, indicate what, if anything, he is doing, or might do about each constraint - to remove it, to modify it, or to cope with it.

6. Join his group and display his chart "Things That Enslave Me." Discuss with the group the following questions:
   a. Which constraints has he accepted and which has he not?
   b. Which are physical?
   c. Which are long-standing and which are recent?
   d. Which will disappear with time?
   e. Are there some constraints which he has assumed he cannot change but really can?
   f. How many in the group had trouble completing the list? How many had trouble limiting the list?
   g. Do his constraints cause him much anger, fear, worry, anxiety, or energy drain?
   h. Which constraints seem to leave him powerless, trapped?
   i. Are there any constraints which are universal - just part of the human condition?
   j. Which constraints are cultural, ethnic, sexist, regional, or institutional?
   k. Out of which constraints has he found or developed compensating strengths?

7. Read "Invictus" by William Henley (see Appendix). How does the speaker in this poem feel about his life? Would the student like to have this speaker as a friend? A teammate? A comrade in battle? A doctor? A President? Why? Would he rather be a slave or a master? Make a second chart entitled "I Am the Master of My Fate." On the chart list the following:
   Strengths
   Ways he will utilize his strengths to overcome, modify, or cope with his constraints.
   How he will know when he has freed himself.
   Hang this chart beside the chart entitled "Things That Enslave Me."

8. Play Paul Simon's song "Patterns". Follow the words the teacher will give him (see Appendix). In the first stanza, the light from a street lamp throws patterns on the speaker's wall that remind the poet of parts of a puzzle. How does he see the pattern and the puzzle as metaphors for his own life? Is life a pattern one must follow without choices? How could the speaker alter the pattern on the wall, e.g. by lowering a shade, putting out the street light, etc. What is the difference in a pattern and a design?

9a. Choose one of the following people and read a biography of his life.

Anne Frank	Susan B. Anthony
Helen Keller	Theodore Roosevelt
Corrie ten Boom	Andrew Jackson
Clara Barton	John Kennedy
Martin Luther King	Daniel Boone
Jim Thorpe	Andrew Carnegie

Abraham Lincoln	Winston Churchill
Will Rogers	Haraiet Tubman
Frederick Douglas	Franklin D. Roosevelt

b. Give an oral report to the class about the person. State whether the student feels this person viewed his life as a pattern that could "scarcely be controlled." How would his life and our lives be different if he felt this way? Would we even know his name? What part did design play in the person's life?

c. Draw a life line of the person, indicating the "peaks and valleys" in his life and share with the class the significant events that produced these variations in his life line. Discuss some of the obstacles the person faced and what resources he used to overcome them, e.g. intelligence, determination, support of friends, courage, persistence, etc.

d. Project his thoughts into the future and draw his own life line. Let the left edge of the paper represent the beginning of his life; the right edge, the end: Place a check where he is now. Compare his life line with that of the famous person about whom he read. What are some similarities, differences? Share with the class his reasons for drawing his life line the way he did. Hang life lines on the wall for comparison and future reference.

10. Write a two to three page magazine profile giving an account of the rest of his life. Commit himself to a date of death. Write the profile from the point of view of someone who knew him well. Put into it what he would like to have it say. Stretch it to include the future.
Include the following:
    a. What he would like to have the rest of his life to look like.
    b. How he wants to spend the time left.
    c. What he wants to accomplish.
    d. What his life means to the world, friends, family, and himself.
    e. What values he has held.
    f. What lifetime means to him.

    Include not just facts but some feelings and judgments about how he lived. Conclude his biography with a one-line epitaph. Share his biography with his group.

CULMINATING ACTIVITIES

1. Take a life inventory. Respond in writing to the following eight categories.
    1. Peak experiences - List the great moments in his life - the times when he was glad to be alive.
    2. Things I do well - Boast about himself. Focus on his strengths.
    3. Things I do poorly - List the things he doesn't do well but would like to do better. Do not list things he has no interest in doing

or does not need to do.
4. Things I would like to stop doing
5. Things I would like to learn to do well
6. Values I want to actualize
7. Peak experiences I would like to have
8. Things I would like to start doing now

Share his life inventory with his group.

2. After completing his life inventory, make a poster entitled "A Design For My Destiny." On the poster list the things he would like to start doing now. Then ask himself "What's the first small step I can take to get moving?" On the poster complete
   My first step is
   My second step is
   My third step is

   Set a target date for each step. Hang the poster for future reference.

3. Read "To James" by Frank Horne (see Appendix). The poet compares life to the running of a race. What advice does he give James? Why do the students think he wrote "Think only of the goal"? Is commitment to a goal important in attaining that goal? Join his group and make an oral commitment to accomplish each small step in his design by the target date.

4a. Choose one of the quotations from the page the teacher will give him (see Appendix.). Research the quotation and determine when it was said (or written), what were the circumstances which led to its being said? What was said before it; what came after it? Why does he think it was remembered? Give a short biography of its originator. Does the student feel his life exemplified the content of the quote? In what way?

b. Write a personal narrative explaining how this quotation could be applied to his own life.

c. Adopt this quotation as his motto for a week. Place copies of the motto on his mirror, on his notebook, on his bedroom door, on the television, near the telephone, in the bathroom, on the refrigerator, etc. Repeat it to himself periodically during the day. After a week, report to his group how his motto affected his behavior, actions, and the accomplishment of his goal during the week.

5a. Read Harry Sylvester's short story "Going to Run All Night". Discuss with the class the sort of man Corporal Nilson is. Answer in terms of his physical appearance, confidence, sense of accomplishment, and satisfaction before he begins his long night's run. How does he change?

b. The author could have pictured Nilson as a man of impressive physique and confidence, a three-time winner of the Boston Marathon. How does the author enlarge the sense of triumphs or victory in the story by using the "weaker" Nilson?

c. As Nilson begins running, he feels a flow of confidence. How do his feelings change as he continues to run? Has the student ever embarked on a course to achieve a goal with enthusiasm and then lost confidence? Give an example. As Nilson finishes his run, what is the significance of the statement that the words of the first Marathon runner "sealed the sense of meaning" in Nilson?

d. What physical obstacles must Nilson overcome in order to succeed? What mental conflict does Nilson's successful run resolve?

e. As Nilson gets more fatigued his mind thinks of excuses to stop. Share with the class some excuses the student has used for not meeting a goal; e.g. blaming others, not having the time, etc.

f. Nilson wanted to give up. What kept him going? Write a revised conclusion to the story in which Nilson gives up and does not complete the run. What will happen to the unit? to Nilson? How will Nilson feel about himself? How will the student feel about himself if he gives up before meeting his goal?

6. Make a poster entitled "Rejoice, We Conquer." On the poster list each of the small steps he has established which he must meet to achieve his goal. Include the target date he has set for each step. The teacher will display the poster and place a gold star beside each step met by the target date.

EVALUATION

1. Each student will complete an objective and essay test on each required reading.

2. Each student will keep a log during the course of this study. This log should include feelings, questions, observations about the activities in class. This log should be kept daily and will be reviewed and evaluated once a week.

3. The teacher will examine the student's "Design For My Destiny". Is his plan feasible and is he sincerely trying to reach the goals he has set for himself? How has his behavior changed since the beginning of the unit? The student will do a self-evaluation of the effect the unit has had on his behavior and accomplishments.

4. A parent evaluation sheet will be sent home with the student to assess the effect the unit has had on behavior and attitudes at home.

5. The student will select Paul, Walter Mitty or Miniver Cheevy and design a plan to help the character get what he wants for his life. The plan will be evaluated on display of knowledge, diversity, and creativity of suggestions.

6. The student will interview a person in the community whom he considers successful. He will tape record this interview for evaluation and sharing with other class members. Interview questions should indicate a thorough knowledge of the unit. The teacher will evaluate the learner on the content and scope of his interview questions.

MATERIALS

"Paul's Case" Willa Cather
"Secret Life of Walter Mitty" James Thurber
"Going to Run All Night" Harry Sylvester

Record of Paul Simon's "Patterns"

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Kitzhaher, Albert	Literature III
Lipa, Karel	We Have Overcome
Lyngstad, Alexandra	Ivan Goncharou
Meyer, Paul	The Dynamics of Personal Leadership
McAuliffe, Conn	Counterpoint 70's
McFarland, Philip	Reflections in Literature
Perrine, Laurence	Literature
Reeves, Ruth	The Study of Literature
Sanders, Gerald	Chief Modern Poets of Britian and America
Stone, Alan A.	The Abnormal Personality through Literature
Van Doren, Mark	Insights into Literature

MINIVER CHEEVY
E.A. Robinson

Miniver Cheevy, child of scorn,
Grew lean while he assailed the seasons;
He wept that he was ever born,
And he had reasons.

Miniver loved the days of old
When swords were bright and steeds were prancing;

The vision of a warrior bold
Would set him dancing.

Miniver sighed for what was not,
And dreamed, and rested from his labors;
He dreamed of Thebes and Camelot,
And Priam's neighbors.

Miniver mourned the ripe renown
That made so many a name so fragrant;
He mourned Romance, now on the town,
And Art, a vagrant.

Miniver loved the Medici,
Albeit he had never seen one;
He would have sinned incessantly
Could he have been one.

Miniver cursed the commonplace
And eyed the khaki suit with loathing;
He missed the medieval grace
Of iron clothing.

Miniver scorned the gold he sought,
But sore annoyed was he without it;
Miniver thought, and thought, and thought,
And thought about it.

Miniver Cheevy, born too late,
Scratched his head and kept on thinking;
Miniver coughed, and called it fate,
And kept on drinking.

GEORGE GRAY
Edgar Lee Masters

I have studied many times
The marble which was chiseled for me -
A boat with a furled sail at rest in a harbor.
In truth, it pictures not my destination
But my life.
For love was offered me and I shrank from it disillusionment
Sorrow knocked at my door, but I was afraid;
Ambition called to me, but I dreaded the chances.
Yet all the while I hungered for meaning in my life.
And now I know that we must lift the sail,
And catch the winds of destiny
Wherever they drive the boat.
To put meaning in one's life may end in madness,

But life without meaning is the torture
Of restlessness and vague desire -
It is a boat longing for the sea and yet afraid.

INVICTUS
William E. Henley

Out of the night that covers me,
    Black as the Pit from pole to pole,
I thank whatever gods may be
    For my unconquerable soul.

In the fell clutch of circumstance
    I have not winced nor cried aloud.
Under the bludgeonings of chance
    My head is bloody, but unbowed.

Beyond this place of wrath and tears
    Looms but the horror of the shade,
And yet the menace of the years
    Finds, and shall find me, unafraid

It matters not how strait the gate,
    How charged with punishments the scroll,
I am the master of my fate;
    I am the captain of my soul.

PATTERNS
Paul Simon

The night set softly
With the hush of falling leaves
Casting shivering shadows
On the houses through the trees,
And the light from a street lamp
Paints a pattern on my wall
Like the pieces of a puzzle
Or a child's uneven scrawl.

Up a narrow flight of stairs
In a narrow little room
As I lie upon my bed
In the early evening gloom
Impaled on my wall
My eyes can dimly see
The pattern of my life
And the puzzle that is me.

From the moment of my birth
To the instant of my death
There are patterns I must follow
Just as I must breathe each breath.
Like a rat in a maze
The path before me lies
And the pattern never alters
Until the rat dies.

And the pattern still remains
On the wall where darkness fell
And its fitting that it should
For in darkness I must dwell.
Like the color of my skin
Or the day that I grow old
My life is made of patterns
That can scarcely be controlled.

TO JAMES
Frank Horne

Do you remember
How you won
That last race.....?
At the start.....
How your spikes
Ripped the cinders
In the stretch.....
How you catapulted
Through the tap.....
Do you remember.....?
Don't you think
I lurched with you
Out of those starting holes.....?
Don't you think My sinews tightened
At those first
Few strides.....
And when you flew into the stretch
Was not all my thrill
Of a thousand races
In your blood.....?
At your final drive
Through the finish line
Did not my shout
Tell of the
Triumphant ecstasy
Of victory.....?
Live
As I have taught you
Save nothing
And finish
With an ecstatic burst
That carries you
Hurtling
Through the tape
To victory.....

To run, Boy-
It's a short dash
Dig your starting holes
Deep and firm
Lurch out of them
Into the straightaway
With all the power
That is in you
Look straight ahead
To the finish line
Think only of the goal
Run straight
Run high
Run hard

APPENDIX

1. "The only thing we have to fear is fear itself" - Franklin Roosevelt.
2. "We have met the enemy and they are ours"" - Oliver H. Perry
3. "The battle, sir, is not to the strong alone, it is to the vigilant, the active, the brave." - Patrick Henry
4. "Nothing happens unless first a dream" - Carl Sandburg
5. "No one knows what it is that he can do till he tries" - Pululius Syrus
6. "They can because they think they can" - Virgil
7. "The keen spirit
   Seizes the prompt occasion, makes the thought
   Start into instant action, and at once
   Plans and performs, resolves and executes" - Hannah More, Daniel
8. "Man is what he thinks. Not what he says, read, or hears. By persistent thinking, you can undo any condition which exists." - Ella Wheeler Wilcox
9. "The supreme goal of man is to fulfill himself as a creative, unique individual according to his own innate potentialities and within the limits of reality." - Carl Jung
10. "The people who get on in this world are the people who get up and look for the circumstances they want and, if they can't find them, make them" - George Bernard Shaw
11. "The man who succeeds above his fellows is the one who, early in life, clearly discerns his object, and towards that object habitually directs his powers." - Edward Bulwer - Lytton
12. "The empires of the future are the empires of the mind" - Winston Churchill
13. "Shallow men believe in luck, believe in circumstance. Strong men believe in cause and effect" - Ralph W. Emerson, Conduct of Life
14. "For they conquer who believe they can" - Ralph Waldo Emerson, Society and Solitude
15. "Who bravely dares must sometimes risk a fall" - Tobias Smollet, Advice
16. "All things are difficult before they are easy" - Thomas Fuller,

Gnamoligia

17. "Our doubts are traitors
And make us lose the good we oft might win
By fearing to attempt," - Williams Shakespeare "Measure for Measure"
18. "Nothing great was ever achieved without enthusiasm" - Ralph Waldo Emerson Circles

Fact or Fantasy?!

Betty Purcell

Fact or Fantasy?!
Betty Purcell

I. INTRODUCTION:

The purpose of this unit is to help children to understand that there are things in this world that defy explanation. It is important to study these phenomena because by doing so, we stretch our imagination, and are forced to ponder specific moral issues. Designed for use with gifted student in grades 4-6, this unit emphasizes independent and creative investigation, and is designed to help them develop and apply higher level thinking skills. Students should be encouraged to suggest alternate activities of similar purpose and equal difficulty and should be permitted to substitute them for ones described whenever possible.

The responsibility of the teacher is to act as a facilitator, to provide a stimulating classroom setting with the use of books, magazines, film strips, cassettes, posters and art materials. The teacher can help launch this unit by encouraging students to take an active part in the selection of activities. Some students will find the unit selections difficult and have difficulty making up their minds, while others will make selections immediately, and begin work at once. The idea is for the teacher to remain the catalyst, bringing excitement and enthusiasm to the learning situation, and creating a classroom environment that fosters creativity, and makes risk taking possible.

Both of the legends considered in this unit could become the scientific discoveries of the future. These topics are meant to be investigated by students in order that reasonable conclusions may be reached. Learners should be encouraged to collect data, evaluate it, and then formulate a separate opinion or theory supported by objective data.

The teacher should:

A) Provide a creative learning environment
B) Create a non-threatening atmosphere
C) Schedule time for project discussion
D) Make suggestions for planning and implementation of projects
E) Allow ideas to be tested in simulations
F) Help students locate resource persons
G) Provide practice time before presentation to classes

Emphasis in the classification of the thought process should be placed primarily on the three higher levels of Bloom's Taxonomy.

A) ANALYSIS - The student will break down complicated material into its basic parts to see how those parts are related.
B) SYNTHESIS - The student will engage in creative thinking by merging information and ideas together in a form that is meaningful, new and original.
C) EVALUATION - The students will judge whether an idea is acceptable or unacceptable according to standards set by themselves or by others.

II. OBJECTIVES:

At the conclusion of this unit the students will be able to:

A) Refrain from making judgments about people and things without acquiring the knowledge necessary to make the judgments valid. (EVALUATION)
B) Become less rigid in their thinking about, and more tolerant of others. (SYNTHESIS)
C) Generate solutions to problems; e.g. should money be spent researching the unknown. (EVALUATION)
D) Thinking critically and morally; e.g., better allocation of funds (ANALYSIS)
E) Develop a healthy self-concept through the realization that all things on this earth are different, unique, and possess dignity. (ANALYSIS)
F) Formulate moral judgments only after research and reflection. (EVALUATION)
G) Become aware of geographic similarities as they relate to our area of study. (ANALYSIS)
H) Realize that knowledge can free us from unnecessary fear. (ANALYSIS)

III. INTRODUCTORY ACTIVITIES:

A) Students enter a dark classroom - appropriate music is playing - a flashlight spots the bulletin board to reveal wanted posters of Bigfoot and the Lock Ness Monster.
B) Discussion of what students feel makes something a monster - (physical and behavioral attributes)
C) Have students list what they know, or think they know about Bigfoot and the Lock Ness Monster. Put this list away and see how their views have changed by the end of the unit.
D) Have students draw a picture of Bigfoot and "Nessie" as they feel best describes them now, prior to research. In end of unit evaluation, review their acquired knowledge with an "informed" sketch.
E) Group students according to their interest, and hand each a sheet of vocabulary terms appropriate for their topic: (this list may be added to as research progresses)

BIGFOOT VOCABULARY:

1. print
2. Yeti
3. Sasquatch
4. abominable
5. Himalayas
6. fossils

LOCH NESS MONSTER VOCABULARY:

1. monster
2. Loch
3. reptile
4. peat
5. Scotland
6. fault
7. plesiosaur
8. sonar
9. fissure

IV. DEVELOPMENTAL ACTIVITIES FOR BIGFOOT: (RESEARCH)

A) Who or what is Bigfoot? How has he been described? To what family might he belong?
B) Explain the missing link theory.
C) Research and place on a world map, sightings made of Bigfoot type creatures.

V. DISCUSSION QUESTIONS FOLLOWING DEVELOPMENTAL RESEARCH:

A) Why do you suppose Bigfoot creatures are sighted in specific geographic locations? Are these places similar? How? In what ways are these creatures physically adapted to their environment?
B) After primary research, have the students state their position on the existence of Bigfoot and defend. (Debate or point/counter-point)
C) In what ways could Bigfoot be of benefit to society?
D) How could society affect Bigfoot?

VI. PROJECTS:

Independent selection of a specific number of activities, some of which may be worked on in groups while others may be worked on at home. (stress parental support)

A) Work up an advertising campaign to convince people that Bigfoot is not a monster, but a shy reclusive mammal.
B) Prepare a "political cartoon" of "public opinion" in regard to the phenomena!
C) In search of - plan an expedition, list items necessary and their cost.
D) Devise a form of communication to use with Bigfoot.
E) Develop a Bigfoot dance - teach it to other class members
F) Bigfoot Books: "Bigfoot Adventures at the Olympics", "Bigfoot Speaks for Ecology", "Bigfoot Next Door" etc.
G) Create a legend about the geographic development of an area of the world where Bigfoot creatures have been sighted.
H) Compose a "Bigfoot" Ballad - either adapt a known song and add original lyrics or compose a new song.

I) Write an Acrostic poem using the words

B-----	Y-----
I-----	E-----
G-----	T-----
F-----	I-----
O-----	
O-----	
T-----	etc.

J) On a world map, indicate areas where Bigfoot and other such creatures have been sighted.

K) Compare and contrast Bigfoot and the Abominable Snowman in a diorama display.

L) Make a sand casting of your foot. Using information researched make a sand casting of Bigfoot's foot. Compare and use each to measure specific areas around the school.

M) Interview Bigfoot - "This is Your Life" or "Person to Person" format.

N) Research Mural using art to summarize your findings as well as your opinion.

O) News Bulletin - In and around my county sightings of a Bigfoot type creature have been made. "Believe it or Not" interviews of local residents.

P) Using only sound, create an image of the gathering of Bigfoot creatures.

Q) Create a Bigfoot board game emphasizing ecology.

R) Construct a clay model of Bigfoot and write his history.

S) Construct a home for Bigfoot using two geometric shapes.

VII. EVALUATION ACTIVITIES:

A) Bigfoot speaks - dress as a Bigfoot creature and deliver an oration about being different and everyone's right to privacy.

B) Organize a debate between those who favor continued search for Bigfoot and those who feel that if such a creature exists it should be left alone.

C) Present a mini lesson to a regular class or to a younger or older group of students, based on your research. Include: maps, puzzles, games, charts, dance, etc.

D) "What's My Line"? Using game show format, have Bigfoot as a guest and "blind-fold" panelists - students to "guess" the guest through questions. (used before a class to introduce mini lesson)

VIII. RESOURCES:

A) Bigfoot Center P.O. Box 777, Hood River, Oregon 97031; attn: Peter Byrne

B) Bigfoot, Box 444 North Gate Station, Seattle, Washington 98125

C) Greenley, Michale. <u>There are Giants in the Earth</u>, Doubleday and Co. Inc., Garden City, NY, 1974

D) Napier, John. <u>Bigfoot</u> E.P. Dutton and Co. Inc., NY, NY 1974

E) Thorne, Ian. <u>Bigfoot</u> Crestwood House: Mankato, Minnesota 1978

F) Bigfoot Hotline 1-206-525-3302

G) Video tape - seen in Video Review May 1985 Vol. 6 No. 2 - can order

or obtain information by writing Amazing Horizons, P.O. Box 61662 Sunnyvale, CA 94088

IX. DEVELOPMENTAL ACTIVITIES FOR LOCH NESS MONSTER: (RESEARCH)

A) Make a comparison of the location of Loch Ness on world and local area maps.
B) Research the possible existence of a Loch Ness type creature in other areas of the world with similar geographic features; i.e., British Columbia - Lake Okanagon etc.
C) Compile a fact file of information on the Loch Ness Monster and similar creatures. Make your research file available to others through the media center.

X. DISCUSSION QUESTIONS:

A) Must we find answers to everything, or are some things better left in the realm of the imagination; i.e., could a creature of "Nessie's"size survive and reproduce in such a limited area?
B) Could the money spent in the search of the Loch Ness Monster have been better spent? Defend your position.
C) How has the legend benefitted or hindered the area of Loch Ness? Is it all Public Relations (P.R.) Hype?
D) "Nessie" is real and is captured - what effect does this have on "Nessie"? On Loch Ness? On the scientific investigators? On the general public? On the press?
E) What do you suppose "Nessie" thinks about people dumping trash in her Loch? (as a project two students could team and interview)

XI. PROJECTS:

Independent selection of a specific number of activities. Some activities may lend themselves to group work or be worked on at home with parental help.

A) Graph the sightings of "Nessie" by professionals and non-professionals.
B) Construct a timeline of sightings - take note of other items of interest that occurred at the same time.
C) How would you go about catching "Nessie"? Be specific.
D) Explain possible reasons why a pre-historic animal might inhabit an inland lake. (Continental Drift Theory)
E) Compare drawings of the Loch Ness Monster found in the National Geographic Magazine June 1977, with pictures of marine dinosaurs.
   1. To what dinosaurs would "Nessie" be related?
   2. How long ago did these creatures live?
   3. How could a pre-historic creature have survived until today?
   4. Are there any medical theories which could explain or be supported by the existence of "Nessie"?
F) Merchandise "Nessie", what type of articles, foods, could be sold?

G) Design a water ballet for "Nessie", complete with music.
H) Write "Nessie" Limericks.
I) "Nessie" adventure stories - on the same idea as those written for Bigfoot.
J) Prepare a news update - complete with photos, interviews of eye witnesses etc.
K) Prepare an "Edward R. Murrow" type "You are There" complete with microphone, camera etc.
L) Develop a system of communication with "Nessie" (Discuss with science teacher). Additional research could include a study of dolphin/human communication.

XII. EVALUATION ACTIVITIES:

A) Present a mini lesson to the regular class or to another group.
B) Would "Nessie" be happy as the star of a Sea World Show? Why or Why not? Defend.
C) Organize a debate between those who believe in the existence of the Loch Ness Monster and those who feel she is a charming fantasy.

XIII. RESOURCES:

A) Mackal, Ray. Mystery of Loch Ness, The Swallow Press, Chicago, IL. 1956.
B) Lauber, Patricia. Mystery Monsters of Loch Ness, Garrad Publishing Co., Champaign, IL. 1978
C) Ellis, William. "Loch Ness: The Lake and the Legend", National Geographic Magazine, June 1977
D) Loch Ness Phenomena Investigation Bureau. Loch Ness Scotland

XIV. CULMINATING ACTIVITIES:

A) Pre/ Post Test for both sections
B) Create a museum along the lines of the Smithsonian to house the artifacts (all research projects) in order to educate the regular school population.

XV. BIBLIOGRAPHY:

A) Spellman, Linda. Creative Investigations, The Learning Works, Inc. Santa Barbara, CA 93111
B) Project Mystery, Capabilities Unlimited, Inc. 325 East 64th St. Suite 503 New York, NY 10021
C) Metcalf, Doris. Earth Mysteries Engine-Uity, Inc. Phoenix, Arizona 85068

XVI. RELATED TOPICS:

A) Bermuda Triangle
B) Giants of Easter Island

C) UFO's
D) Black Holes
E) Stonehenge
F) Witchcraft

Finding Your Frame

... structure and order to complement your creative life...

Bink Brown

"Finding Your Frame"
... structure and order to complement your creative life...

Bink Brown

I. INTRODUCTION:

The purpose of this study is to enable students to recognize the need for limits and regulations that can frame and direct their creative efforts. By understanding why certain rules exist, although they may seem to stifle some creative initiative, students will be more willing to accept the "frame" and create beauty within it. Our bright, imaginative young people will frequently disagree with the standard, acceptable ways of doing things. By examining truly eccentric people, students will appreciate the great inventions or other contributions, but will also recognize the social void in many of these lives. Often such people are so anti-social that their great gifts to society are not even acknowledged during their lifetimes. Students will see that learning to contain their creativity within the framework of acceptable behavior will lay the foundation for a more personally satisfying, happy life.

A secondary purpose is to examine situations in which moral issues may conflict with rules or laws. Realizing that as lifestyles change so do the needs of society. It is necessary for these future leaders to understand the semantics of non-violent civil disobedience as well as the great personal dignity and commitment required to make major changes. They must acknowledge short and long term consequences of such a commitment, and weigh their battles carefully. It is difficult indeed to accomplish a major change in a frame without marring the beauty of the creation within.

This is an especially important topic for study by gifted students because, as we foster creative confidence, we must also help these bright young minds realize that even when their "creative juices" are flowing, other responsibilities endure. Creative geniuses traditionally have conflicts in social relationships, but even the most exciting creations need to find acceptance and enthusiasm if their creator is to be nourished.

This unit is designed for use with fourth, fifth, and sixth grade academically gifted classes, but could be adapted for regular classroom use as well. It can be incorporated into the Social Studies or Health curriculum, and should cover a three to four week period of time.

II. OBJECTIVES:

At the conclusion of this unit, students should be able to:

A. Explain the "frame" (What is it composed of? Who put it there? Who is without one? What is the purpose? Etc.)
B. Analyze conflicts of opinion more carefully--acknowledging the rights of others as well as those of oneself.
C. Have a deeper appreciation of and respect for the creations of others.

D. Feel more confident in their ability to envision ultimate goals, thereby being better able to choose "battles" really worth their efforts.
E. Discuss issues involving "framing creativity"--limiting an individual's freedom of expression.
F. Demonstrate some insight into adult freedom, and the cumbersome burden of responsibility that comes with the package.
G. Recognize the loneliness and frustration of a creative genius who never quite found his/her frame.
H. Realize that frame-finding is an ongoing and complicated process requiring constant re-evaluation.
I. Enjoy the wealth of new frames ahead, and fill them with beautiful creations!

III. ACTIVITIES:

Introductory: The Frame

A. What is a frame? (Identify, through discussion, as a well-defined boundary--frequently used with something of beauty inside.)
Derive an extended meaning of "frame" if the thing of beauty is your creativity. (Identify as rules, or limits on appropriate use.)

B. Consider: A painting in an elaborate frame vs. a similar painting in a simple one: Which frame gets the most attention? Which work of art gets the most attention?
Imagine you are given two assignments:
--#1--for the subject area in which you have the least self-confidence, you are asked to do a creative, independent project.
--#2--for your "best" subject, you are assigned a similar project.
a) Analyze where you will want the more elaborate (comprehensive) frame. Discuss the need for more guidelines as a security blanket when venturing into uncharted areas.
b) Compose a letter to the teacher involved in assignment #2 if the frame is so elaborate that it overwhelms your creativity. Diagnose your need for fewer guidelines on this project.

C. Panel discussion: "Successful" adults from the community are asked to share their stories of achievement of big goals. Find out: Were there times you had to compromise to fit the frame along the way to achieve your ultimate goal? Are there any regrets about causes you should have taken up? Were there times your creative enthusiasm overran your frame? What were the resulting problems?

Developmental:

A. Research the life of Vincent Van Gogh. In small groups discuss the following: Was he happy? Why?
   1. Evaluate the quality of life with respect to personal relationships, and again with respect to "success".

B. Situation: Joey is a musical genius! As a fifth grader, he has already won many titles and much acclaim. Friday morning his Science project is due. Joey hasn't started it because he's been preparing for his piano competition. Now he's in a bind--three days just isn't enough time to do the research, gather supplies, and produce the quality project he is capable of.
   1. Break into small groups and jot down components of Joey's frame as seen by: His Science teacher; his Music teacher; his parents; and himself.
   2. Synthesize all of these to help Joey decide on the best course of action. Prepare a presentation to the class concluding with a carefully formulated "frame" statement such as, "The moral of this story is..."

C. Graffiti--art or vandalism?
   Cut from magazines, etc. some examples, and prepare a collage. Design some graffiti of your own that would be painted on the side of a bank building, or a dance studio, or a school.
   1. Who does graffiti? Why?
   2. Where do they do it? Why?
   3. Should they get acclaim or punishment?

D. Situation: "That Picasso fellow painted on my barn door, and I want it cleaned off right not!
   1. Consider the monetary and historical value of that door in the art world. In this context, analyze the loss to society if it is destroyed.
      a) Develop a plan (outline) that you will use to approach the farmer, convince him of the importance, explain how you will gather funds, purchase the work of art, move it piece by piece to a museum, and replace his door. This will take time, of course, but a genuine Picasso is worth it.
   2. Now, put yourself in the farmer's shoes. He has no knowledge of art history, and places a high value on the barn he painted red last month. This "Picasso guy" trespassed on the property, and what he did to the barn door is embarrassing to the farmer. He considers this an act of vandalism.
      Plan the farmer's response (outline) to what you wrote for #1. Consider all points carefully from your new perspective as the farmer.

   3. Evaluate both sides of this issue. Write the newspaper report

of how you single-mindedly devised the solution that left the farmer as well as the art enthusiasts feeling like winners.

a) Discuss the framework of your actions. (Initial goal clarification, digestion of both sides of the issue, devising compromises). Was one point of view more difficult for you to envision? How did that affect some components of your frame's structure?
b) Predict a "real" situation where a similar framework might be applicable.

E. "When I grow up, nobody will be telling me what to do! I can't wait!"

Dissect this statement orally--list ways it is true (e.g., independent from parental control, free to spend money, choose whether to show up for work or not, allowed to leave dirty dishes, and a messy house, etc., and even cheat on income taxes if they want to)

Now, list the pitfalls (e.g., legal ramifications, responsibilities as a parent, neighbor, employee, church member)

1. Specifically, list a set of possible roles for an average American adult. (e.g., wife, mother, housekeeper, cook, teacher, church volunteer, neighbor, voting citizen)
   a) Do some of the frames of limits and responsibilities overlap? Do some exist independently?
   b) Can creations within a frame be accomplished without involving all parts of the creator's frame?
   c) What are the implications, then, for responsible role choices.

2. Synthesize: Students must ultimately realize that growing up is a process, not a moment. Gradually the decision-making responsibilities are turned over, but each new privilege carries its own burdens. Maturity involves the internalization of responsible behavior patterns, and framing.

F. Situation: At 3:00, Jenny's mother said she could go out to play, but she would have to be home by 5:00, since dinner guests were due at 6:00. Jenny, a sixth grader, lost track of time and returned at 6:05, after the dinner guests were seated at the table. When Jenny comes in, Mother simply sent her to her room.

1. Empathetically explore Jenny's feelings from 6:05 until Mom comes to talk to her. Make a list of the things she would say if her mother tried to talk to Jenny right away.

2. Now consider Mom's state of mind between 5:00 and 6:05. List her thoughts and feelings, giving consideration to her responsibilities as hostess as well as mother. Mom had two areas of her frame that were of particular importance during this time. Analyze how these two segments could have

complimented each other if Jenny had been home on time. Discuss how the same two segments of Mom's frame were in conflict due to Jenny's lack of punctuality.

G. Consider the term "chain of command". What does it mean? Why is it used?

1. Situation: Jane disagrees with the grade she got on her creative writing assignment. She is hurt and angry. At lunch time, she tells all her friends how unfair Ms. Smith has been to her. When her parents come home from work, she cries over her mistreatment. Her parents call the principal, who approaches the teacher early the next morning. Ms. Smith calmly explains that Jane's story was good, but it simply didn't correspond to the assignment that was given.
   a) Analyze the feelings of embarrassment of the people involved.
   b) How could the use of the chain of command concept help students deal with similar problems in a better way?

2. Situation: John tells you that Sally has started a rumor about you that isn't true. Consider the best "chain" of inquiry to use) as a framework for solving this problem. Your frame needs to give structure to your behavior in dealing with a delicate issue. The first step in building it must be the identification of the primary objectives you hope to achieve by your behavior. Then make sure your actions and reactions stay within the framework of working toward those goals.
   a) Now, role play your approach to Sally. (Teacher might play the role of Sally--typically denying all charges. If the student then "falls out of frame" to argue over Sally's guilt, teacher should point this out, and start over.)

H. Thomas Edison said that his great inventions were "2% inspiration and 98% perspiration." Use this in a letter to your eccentric, artistic, anti-social neighbor, to explain to her the need for structure to frame and direct her toward her potential.
   Interview parents or other adults to find out about the hard work that must follow the "great ideas" if they are to reach manifestation.

I. What if frames need restructuring? Thoreau said, "If the law is of such a nature that it requires you to be an agent of injustice to another, then I say, break the law. Set your life to be a counter friction to stop the machine."

Analyze the application of Thoreau's belief during various changes in the course of history. (e.g., Protestant Reformation, Declaration of Independence, establishment of civil rights for all people)
   There are non-violent, legal ways to change laws that are

morally wrong. Research Martin Luther King, Gandhi, or Anwar Sadat. Explain to the class the methods they used to accomplish their goals--modifying the legal framework that affects us all.

Acknowledge the dedication and strength of these historical figures. How did these nobel commitments "cost" these great historical figures?

IV. Evaluation:

A. Refer back to Developmental Activity B--about Joey, the musical genius. He is an adult, now, and is struggling to form a frame that will help him balance his adult responsibilities with his demanding musical obsession.

Write a biographical summary of his struggle to find his frame, synthesizing all the ideas you have developed during this unit.

B. After years of having to rein in your creativity, you have decided to turn it into a profit-making business.

Write an autobiographical account of your means of maintaining the creative enthusiasm within the structure of the business responsibilities you have accepted.

C. Within the most creative art gallery, there is organization and order. No work of art is allowed to overshadow another.

What if each artist were allowed to display her/his art in a self-chosen space? Write a newspaper article detailing this fiasco.

V. Materials:

No extra materials are needed to utilize this unit, however, some extending may be desired, and a few suggestions are included:

A. To extend Developmental Activity E., Lawrence Kohlberg's Stages of Moral Development

B. For further work on Developmental Activity I., locate Stride Toward Freedom, by Martin Luther King, Jr.; The Variorum Civil Disobedience, by Walter Harding and Henry David Thoreau; or Mohatma Gandhi and His Apostles, by Ved Mehta.

Images of Tomorrow - Exploring the Future

Sherry Hoyle

Images of Tomorrow - Exploring the Future

Sherry Hoyle

RATIONALE:

Exploring the future does not mean seeking the advice or predictions of astrologers or palm-readers. Rather, exploring the future should be focused on alternatives to the present. The purpose of this unit is to help the student develop "visionary" skills, e.g., forecasting, awareness of change, and exploring alternatives; in order to develop an organized system of thinking, that recognizes the inter-relationships which exist between one's personal life and world events, whether past, present, or future.

This is an important unit of study because the student of today will be the forecaster of tomorrow. Therefore, it is imperative to encourage the student to expand his/her thinking beyond the past and present, and look forward to the myriads of possibilities which the future holds. In Future Shock, Alvin Toffler (1970) succinctly states that "in most situations we can help individuals adapt better if we simply provide them with advance information of what lies ahead...we need to encourage people, from childhood on, to speculate freely, even fancifully, about what the next generation holds in store." (p. 418)

The unit is designed to be taught in a heterogeneous class of upper elementary students (4-6 grades), for a period of three to four weeks. A wide selection of additional activities have been incorporated into this unit so that the user may adapt the unit to his/her particular class setting and time frame.

Since this unit is intended to serve as a "model" for use with gifted students, a special effort has been made to include numerous activities suited especially for the gifted. The gifted student will be particularly challenged by the "open-endedness" of this subject, because there are no "pat" answers. He/She will also be able to utilize "raw data" and develop his/her own conclusions about the future, as opposed to using someone else's conclusions. Also, another aspect is that the gifted student will recognize that "quick-fix" solutions serve only as band-aids, and long-term solutions are vital to the present, as well as the future!!

TEACHER'S TIPS

1. Create your futuristic thinking by reading a few science-fiction short stories by one of the following authors:
   - Robert Heinlein
   - Issac Asimov
   - Ray Bradbury
   - Paul Anderson

2. Create a futuristic "atmosphere" in the classroom by displaying books and posters, e.g., Star Wars, Buck Rogers, etc.

3. FOR YOUR INFORMATION...Brainstorming is a very useful tool in the creative process--keep in mind these rules: (1) No criticism is allowed; (2) The WILDER the idea the better; (3) Quantity of ideas is desired; and (4) "Hitch-Hike" ideas, e.g., with one idea inspiring the next.

--adapted from EDUCATION OF THE GIFTED AND TALENTED by Gary Davis & Sylvia Rimm.

4. FOR YOUR INFORMATION...Problem-solving will be interwoven throughout the unit, therefore consider the following list: (1) Thoroughly discuss the situation or problem; (2) View all possibilities of solution, whether probable or not; (3) When students derive their conclusions, require that the solution be supported with systematic reasoning.

INTRODUCTORY ACTIVITIES

1. Create a puppet (using brown paper bag) that projects how he/she will look five years from now. Perform a short skit telling the class about his/her activities, e.g., cheerleader, permit to drive, etc.

2. Provide children with a questionnaire which will serve as a catalyst for further "projective" thinking, e.g., Is it likely that there will be a cure for cancer in 50 years? Will all houses have computers?

3. Brainstorm in small groups (3-4) ways that people today try to "predict" or "find out" the future. As an entire group, list all possible answers, e.g., clairvoyance, meteorologist, astrology, crystal balls, philosophers, etc. Then, have students record the class list and keep for a future activity.

4. After listening to the tape, FUTURE ISLAND, the following questions will be asked:
   a. Why do you want to know the future?
   b. If you had a choice, what would you be doing 25 years from now?

5. Have students bring in newspaper or magazine clippings on major issues of today, e.g., nuclear war, political controversies, AIDS, artificial heart, etc. Using the article the he/she brought in, each student will rewrite the article's title to fit an article that might appear in a newspaper 100 years from now.

6. After reading C.L.U.T.Z. by Marilyn Z. Wilkes (found in the 5th grade reading text, Grand Tour), have pairs of students each write a script for a sportscast describing how the game of moonball is played, e.g., How many players are needed? What type of ball?

DEVELOPMENTAL ACTIVITIES

OBJECTIVE:

Research and report on the diverse forms of forecasting or predicting, e.g., astrology, science-fiction writers, philosophers, meteorologist, clairvoyants.

1. Research two methods of forecasting or predicting from the list developed during the brainstorming session (Introductory Activities #3), then compare and contrast the two methods, e.g., What were some similarities? Differences? How reliable are they? Is the information based on facts or feelings?

   Write a persuasive paragraph, explaining which of your two methods the class should rely on, e.g., meteorologist, because he/she has empirical measuring instruments?

2. After viewing the film, FORECASTING THE FUTURE (LR Library), hypothesize why forecasting is so important, e.g., it helps to avoid some problems by looking ahead; better ability to see how things are related to one another; and it helps in developing long-term solutions. Present his/her views to the class in two sentences (orally).

3. Define the following terms:

futurist	forecasting
Utopia	predicting
astrology	future
philosopher	clairvoyant
meteorologist	philosopher
future's wheel	*also define any additional terms
Delphi forecasting	addressed in brainstorming list
scenario writing	

   After discussing the standard definitions for the above terms, the students will participate in a game called "Word Theater." Students will be grouped (2-3). The groups are given an index card that has the word and its definition. The group has 10 minutes to design a skit around the vocabulary word and its definition. (Required: The word and the definition must be included verbally in the skit in some manner.)

OBJECTIVE:

Identify and compare strategies for creative thinking in "developing" the future, e.g., brainstorming, scenario writing, future's wheel, and Delphi forecasting.

1. After discussing creative thinking strategies that help develop "future" thinking--brainstorming, future wheel, scenario writing, Delphi forecasting --the student will participate in an activity involving Delphi forecasting.

2. After creating a scenario of life in the year 2087, write a science-fiction story with the student as the main character and share the story orally with the class.

3. Using forecasting skills, make your own future's wheel, starting with one main problem that he/she has, e.g., piano lessons--no practice time --rewards, etc.

4. Brainstorm the following ideas (group students for this activity)--
   I wonder...-what life will be like in the 23rd century
   -if family groups were destroyed
   -if women ran the world
   -if there is life on other planets
   -what life on other planets look like
   -if water covered the earth
   -if I could live to be 1000
   -persons never forgot anything
   (taken from handbook, IMAGINATION, by Donald G. Hayes)

   Using the responses from the above exercise, have the students choose one of their answers, and write a two page creative writing story.

OBJECTIVE:

Project his/her thoughts 25-50 years into his/her future, e.g., What will be his/her goals? What will fashion look like? How will he/she spend leisure time?

1. Give the student the following questions to be answered on notebook paper:

   Set I
   1. Who taught you to brush your teeth? Dress yourself?
   2. What toy did you like to play with when you were younger?

   Set II
   3. What is the best thing about being X years old? (current age)
   4. What is your favorite place to visit?

   Set III
   5. What job would you like to have when you grow up?
   6. What would be the greatest problem in the next 150 years?

   Then, discuss which set of questions were the easiest to answer. Project student thinking by asking the following question: What are some of the things that you expect to see happen within your lifetime? Write one paragraph giving his/her explanation.

   (The format for this activity was taken from FUTURE TRAVELER; however, I changed the length and the questions.)

2. Create a time-line of his/her life beginning at present extending to 50 years from now, e.g., include jobs, marriages, education, retirement, and other big events. Then, create another time-line of society's milestones during that same period, e.g., election year, space travel, etc.

   Using the two time-lines, compare how society affects or determines his/her personal goals, e.g., Will the number of family members be limited because of overpopulation? Will everyone have to go to college in order to even get a job?

3. Identify possible changes in the jobs that will be available in the year 2010. Write a job description for a newspaper ad in the year 2000 describing a job that does not exist, e.g., imagine what services will be needed, and the technology that will be used then.

   Then, write a letter of application responding to the ad.

4. Conduct a survey of favorite fashions among the students in your grade level, e.g., How many students wear high-top tennis shoes? "Belly-shirts"? Jams? Using a bar graph, chart your results.

   Then, conduct a survey on fashion 50 years from now, e.g., Will we wear uniforms? Have green hair? Will skirts be long? Short? Design a layout showing the results of the two surveys, e.g., "Before and After," or "Now and Then."

5. Create a future's wheel that deals with the problem of having more leisure time.

   Contrast and compare leisure time today with leisure time in the year 2087, e.g., Why will you have more or less time in the future? What activities will be considered "fun."

OBJECTIVE:

Evaluate the relationship between people's values and change, e.g., interview grandparents and parents and get their reactions to the pace of change in the last 50 years.

1. After interviewing grandparents and parents on the pace of change and the events that caused change, write an article for the local newspaper, e.g., include their reactions to how fast technology has progressed; list specific changes that they mentioned--space travel, personal changes, world changes?

2. After doing a questionnaire on values, he/she will evaluate the things that he/she esteems highly.

As a class, categorize the topics, and make a chart tabulating the results of the class' values, e.g., What does the questionnaire reflect about our beliefs? How can the results of the questionnaire reflect future thought? How do our values affect world events and decisions?

3. Debate the probability of a futuristic Utopia. Compose a letter to the Future World Society telling why (or why not) you think we will achieve a Utopian society in the future, e.g., genetic engineering will cause us to have people of above-average intelligence, and these people will create and design ways for everyone to get along.

   Sketch a model of your idea of a Utopian society, e.g., include housing, depict social system (are there different classes of people?), transportation, etc.

4. After having a guest speaker (architect, or panel of businessmen, highway engineer, lawyer, fashion designer, etc.), discuss trends of the future in design, materials, buildings, highways, laws, etc. Then, make two dioramas, one illustrating a city today and the other one illustrating a city of tomorrow.

   Supplemental Activity: Provide a class copy of "Way-Out Houses" (National Geographic World, September, 1986) to be read during student's free time.

5. Research issues that are currently being dealt with by city planners, and commissioners. Divide class in half, and each group adopt a problem, e.g., address such things as what type of industry will be needed in order to have a thriving township? What type of highway and building plans are being discussed for the progress of the town? Recommend his/her suggested changes or alternatives to the present issues. (see Culminating Activity #3 for further development)

6. Discuss how people's values have affected or influenced changes in our government, e.g., values of freedom resulted in a minority groups (blacks) receiving social reform; and a nation remaining as one country (Civil War).

7. Pretend that you are a space explorer or astronaut whose assignment is to take a six month trip in space. You are allowed to take 6 personal items, e.g., projects, books, games, hobbies--with you to help in spending free time. List the things you would take. Why did you choose the listed items?

OBJECTIVE:

Discuss areas of science and technology in relation to the future, e.g., being the first person on Mars; future sources of energy; life on a space colony.

1. After inventing a new source of energy for heating the home, create a comic strip illustrating his/her invention, e.g., How does it work? What is it made of? What kind of house will it heat?

2. After discussing demographics, project the population of our nation and world from 1982 until 2002. What do the predictions indicate? e.g., Overpopulation? Unequal distribution? Possible global food shortages?

   Write a one page article for the school newspaper discussing what you think will be the effects of your prediction, e.g., If it is overpopulation, then how will overpopulation affect you and your home town, or will it? Will you be eating at McDonald's while the rest of the world starves?

3. Research different types of pollution that this country is faced with, e.g., noise, air, water, etc. Recommend a solution or alternative solution to this problem. Present your information in a formal letter to be sent to the Environmental Protection Agency.

4. Debate the pros and cons of "Bionic" body parts, e.g., Will high cost mean that only a few will benefit from this? How will bionic parts contribute to medicine? People? What about the artificial heart--is it bionic?

   Research a topic in medicine, e.g., cancer, heart disease, and provide an oral report of predicted changes in the field you chose, e.g., Do you foresee a cure? Will change be fast or slow?

5. While playing 2001: Space Odyssey, write a story that takes place 25 years from now in which a new use has been discovered for the can opener, e.g., used as a musical instrument; used to send distress signals?

6. Pretend that you are an oceanographer. You are faced with the problem that all sea life is becoming extinct. Explain factors that lead to extinction; what current problems are affecting sea life; and how extinction of sea life would affect our lives?

OBJECTIVE:

Discuss advantages and disadvantages of moving toward an individualistic society, as opposed to a collective one, e.g., Why is it important to work together? How does a community interact?

1. After playing a team sport, e.g., relay games, discuss how and why it was important for everyone on your team to work together, e.g., What would happen if someone decided that he/she did not want to play--someone else would have to make up the slack, therefore making the team weaker.

   Write one paragraph relating how team sports function like a community.

2. Write an editorial for the local paper on why (why not) he/she thinks people need to work together in order to solve the problems facing the world, e.g., Can an individual make a difference? Is a group more effective? Consider LIFE-AID, FARM-AID, and other fund-raising events? Do they help? Why or why not? Can world problems be solved by individuals? Why or why not?

3. Debate the pros and cons of being an individualistic society, e.g., Could progress and change continue? How would he/she have to adapt his/her lifestyles?

4. Predict the outcome of a society that is totally individualistic, e.g., Would there be global war? Would world problems ever be solved?

CULMINATING ACTIVITIES

1. Develop a newspaper, "Future Times." Design layouts using articles, surveys, editorials and other information gleaned from the unit. The newspaper will be distributed throughout the school.

2. Using one section of the room, the students will collectively create a city of the future, designing predicted modes of transportation, clothing, and other things discussed about cities and trends.

3. Using predictions of future trends and progress, the student will develop a long-range plan for his county to be presented to the County Commissioners (or a representative) through the use of an oral presentation and student-made charts and handouts.

4. Write a formal letter to the Environmental Protection Agency, telling them why you think that your city is a good place to live (pollution-wise), e.g., low amount of pollution, good air circulation--no air pockets, no major industry; also include those things that need to be done to keep the city a good place to live, e.g., maintain public awareness of their part in keeping litter and pollution under control.

5. Make a mobile, displaying the areas of study in this unit, e.g., pictures of any changes, science, technology, forecasting, predictions, etc.

6. Write and perform a play, depicting a scene that will be common 100 years from now, e.g., a computer teaching school; sitting around the table being served by a robot, etc.

EVALUATION

The evaluation for this unit will be based on observed criteria procured from the students' participation in the culminating activities.

1. Newspaper--evaluation is based on the student's active participation in designing the newspaper, e.g., writing skills, creativity--fluency, originality.

2. City of the Future--evaluation is based on the completed written exercises of the future's wheel, Delphi-forecasting, surveys, scenario writing, creative writing, and oral reports presented during the course of this unit. Also, the final product that resulted--the city itself--will be evaluated on organization, design, originality, and probable accuracy.

3. Long-range development plan--evaluation will be based on the visiting county commissioner's opinion, as to the feasibility of the students'solutions and alternatives. And also the effectiveness and continuity of the oral presentations.

4. Formal letter--evaluation will be based on the demonstration of basic grammar and writing skills; organized arrangement of ideas and opinions; and supportive information used to "professionalize" his/her answer.

4. Mobile--evaluation will be based on the aesthetically pleasing arrangement of the mobile, e.g., the colors, balance, rhythm, etc.; neatness; fluency, originality, elaboration, and flexibility demonstrated in the final product.

6. Play--evaluation will be based on cooperation with peers; writing skills used in writing the play; and organization and delivery of the play.

DISCUSSION QUESTIONS

1. If you could put your future into a computer, what are some things that you would type into the program? e.g., driving license? college? job?

2. How far ahead do you plan for events in your life, e.g., if you're going to camp in the summer, when do you decide what you are going to take with you?

3. Why do you need to think about what is going to happen in the future?

4. What are some of the contributions that you might make to society 25 years from now?

5. If you were caught in a time machine, how far into the future would you like to travel? Tell why.

6. If you were the first human to communicate with beings from outer space, would you tell "it" about Campbell's Alphabet Soup?

7. What if... you could ride the Milky Way
   -you grabbed onto the tail of a comet (where would you go?)
   -your best friend is a robot

-you could drive at age 12
-you had jet-propelled motor scooter
-you visited Mars on your summer vacation

Use these questions as creative writing, art activities, or just for fun!!

8. If you were a Nobel Prize Winner in the year 2085, tell about your contributions to mankind.

9. You are a computer in the year 2020! Tell about your life, e.g., what kinds of things do you do?

10. Plan an expedition to a distant galaxy. Choose your Superhero to take with you, e.g., Darth Vader, R2D2, Buck Rogers, Capt. Kirk. What were some of your adventures?

11. If a UFO landed in your backyard, what would you do with "it."

SELECTED BIBLIOGRAPHY

The Home Book of Quotations. (1964). New York: Dodd, Mead & Company.

Fitch, R.M., & Svengalis, C.M., (1979). Cultures Unlimited: Teaching About World To Come. Washington, D.C.: National Council For The Social Studies.

Toffler, A. (1970). Future Shock. New York: Bantam.

Toffler, A. (Ed.). (1972). The Futurists. New York: Random House.

Toffler, A. (1980). The Third Wave. New York: Bantam.

Zjawin, D. (1978, April). Close encounters of the Classroom kind. Instructor, 87(9), 54-57.

RESOURCE MATERIALS

A. BOOKS

1. For the Teacher:

a. Hirsch, Werner A. et al. (1967). Inventing Education for the Future. San Francisco: Chandler Publishing Co.

b. Skinner, B.F. (1948). Walden Two. New York: MacMillan Co.

c. Toffler, Alvin. (1974). Learning for Tomorrow. New York: Vintage Book.

2. For Children:

How to Draw Star Wars Heroes, Creatures, Spaceships & Other Fantastic Things, by Lee J. Ames.
The Eyes of the Killer Robot, by John Bellairs.
How To Build A Robot, by Steven Lindblom.
The Computer that Ate My Brother, by Dean Marney.
A Wrinkle in Time, by Madeline L'Engle.
C.O.L.A.R., by Alfred Slote.
C.L.U.T.Z. & The Fission Formula, by Marilyn Wilkes.
Commander Toad & the Intergalactic Spy, by Jane Yolen.
The Future For the Environment, by Mark Lambert.
Future Sources, by John Satchwell.
Norby & The Invaders, by Janet Asimov.
Space-Crafting Invent Your Own Flying Spaceships, by Mary Blocksman.
Black Suits From Outer Space, by Gene DeWeese.
The Blue Rocket Fun Show, or Friends Forever, by Thomas P. Lewis
Alistair's Time Machine, by Marilyn Sadler.
Time at the Top, by Edward Ormondroyd.
The Long Journey from Space, by Seymour, Simon.

B. ARTICLES

1. For the Teacher:
   a. Gordon, C. (1987, January). Golden oldies in the year 2017. Maclean's, 100(2), 9.
   b. Klein, T.F., (1986, May). Flourish or perish. US News & World Report, 100(17), 75.
   c. Wagschal, P.H., & Johnson, L., (1986, May). Children's views of the future: Innocence almost lost. Phi Delta Kappan, 67, 666-669.
   d. Zjawin, D. (1978, April). Close encounters of the classroom kind. Instructor, 87(9), 54-57.

2. For Children:

National Geographic World--
"A Star Explodes," May 1987, p. 17.
"Robot From Rubbish," May 1987, p. 25
"Here Come the Robots," February 1987, p. 18
"Mission to Mars," January 1987, p. 27
"Way-Out Houses," September 1986, p. 37
"Eyes in the Sky," February 1985, p. 2
"Suited for Space," May 1983, p. 23

C. A/V, FILM

1. A/V
   a. VC00233 THE FUTURE THAT WAS
      Time Life 1980 52 min. Color.
   b. VC00234 SPACE WOMEN
      Time Life 1984 57 min. Color.

Order the videotapes listed above through Lincoln Co. Public library, 306 West Main Street, Lincolnton, NC 28092

c. WEIRD WORLD OF ROBOTS
CRM/McGraw-Hill 26 min.
1221 Avenue New York, NY 10020

2. FILMS
   a. Future Shock based on Toffler's book.
   42 min. Distributed by McGraw-Hill Films
   b. Development of Transportation & Planet Mars
   National Aeronautics and Space Administration
   Elementary & Secondary Programs Branch
   Educational Affairs Division/LEE
   Washington, D.C. 29546
   c. The 21st Century
   16mm McGraw-Hill Films
   d. Forecasting the Future
   LR Library 301.24
   F 76
   e. Earth and Its Neighbors in Space (Six-part series)
   10 min. each; Britannica Learning Material
3. TAPE
   Future Island
   LR Library 309.104
   F98

D. BASAL TEXTS
   1. Reading:
      a. Grand Tour (5th) "C.L.U.T.Z.," by Marilyn Z. Wilkes.
      b. Grand Tour (5th) "All Aboard for the Moon,"
      by Rhoda Blumberg.

   2. Science:
      Silver Burdett Science (5th) "Beyond the Solar System,"
      pp. 282-303.
   3. Social Studies:
      The United States and Its Neighbors (5th) "A Time of Rapid Change," pp. 240-250.
   4. Math:
      Merrill Mathematics (5th) Problem-Solving, "Galatic Twins," p. 443.

The following lists are possible sources that can be used to enhance the effectiveness of this unit.

E. RESOURCE SPEAKERS

1. Architect - An excellent source of information for the class when studying building design, and the trends in structural architecture.

2. City Planner - Can address the class concerning the current and long-range goals for their town.

3. Banking - The economic trends of the present and future greatly affect everyone. A bank is an excellent source for stimulating your students as they examine the future of money, e.g., Will there be paper money in the next 25 years?

4. Public Relations Representative of a large company - Can lead a discussion concerning the impact of that industry on a particular geographic region, projected trends in the industry, etc. An excellent catalysts for the children's "future" thinking.

5. Department of Transportation--Current Highway Engineer - (An excellent source for stimulating student interest in highway design, and transportational problems that may occur in the future.

6. Physician - When discussing the trends in medicine, a local physician would be an excellent source for current information.

7. County Commissioner - The commissioners can serve as evaluators in judging the long-range plans for the county as proposed by the students.

8. Automobile Dealer - The students will be more aware of transportation trends by discussing changes in designs, prices, etc.

9. Fashion Designer - An excellent source for discussing fashion trends, and factors that influence fashion.

10. School Superintendent - The progress of education and schools will be a topic influencing all students. By looking at educational trends, the student may gain a better understanding of his/her opportunities in education.

11. State Bureau of Investigation - The SBI will be an excellent source when discussing laws and crimes of the future with your students.

F. FIELD TRIPS

1. Furniture Store - Compare the styles of furniture today with those considered to be antiques.

2. School - Examine modern architecture used in newly built schools. Compare to the schools built 50 years ago.

3. Church - Compare churches built years ago with those built today; noting changes in worship that may result because of the design.

4. Hospital - Observe advances in modern medicine and the different uses of technology, e.g., computers used to do lab work; dissolving kidney stones without operating, etc.

5. Textile Plant - Observe the use of automation--hypothesizing the idea of robots used in textile mills; also observe the use of computerization.

6. Shipping Company - Note the importance of land transportation in regard to shipping; also observe computerization as it relates to large carrier firms.

7. A Community Science Center

8. Discovery Place, Charlotte, NC - Offers excellent "hands-on" science. Check periodically for activities dealing with the "future" theme.

9. Schiele Museum, Gastonia, NC - Has a wonderful planetarium program that the students will enjoy.

10. King's Mountain State Park - When studying how the past affects the present, the Battleground at King's Mountain is an appropriate topic of study.

*When exploring alternative solutions, it is advantageous to study existing ones; therefore, the following field trip suggestion, all found n North Carolina, deal with the research and exploration of energy and energy resources :

11. Marshall Steam Station, Hwy 150.

12. McGuire Nuclear Station, Hwy 73.

13. Cowans Ford Hydroelectric Station, Hwy 73.

14. Energy Explorium, Hwy 73.

G. FREE MATERIALS (Catalogs)

1. Engine-Unity, LTD.
P.O. Box 9610
Phoenix, Arizona 85063
(602) 997-7144

2. G/C/T/ Catalog 1987
P.O. Box 6448
Mobile, AL 36660-0448

3. Good Apple
P.O. Box 299
Carthage, IL
62321-0299

QUOTABLE QUOTES

Following is a list of quotes that are related to the "future" theme. These quotes may be used as lively stimulants to creative thinking. Put a quote up for the week. Allow students time to research the author of the quote. Then, let them relate what they think the quote means.

1. "The present interests me more than the past, and the future more than the present."

   -- Benjamin Disraeli
   LOTHAIR

2. "If people take no care for the future, they will soon have to sorrow for the present."

   -- W.G. Benham
   PROVERBS, p. 789 Chinese

3. "Those who live to the future must always appear selfish to those who live to the present."

   --Emerson
   ESSAYS, Second Series

4. "Try not to become a man of success, but rather a man of value."

   --Albert Einstein

5. "Man is not disturbed by events, but by the view he takes of them."

   --Epictetus

6. "The future of the past is in the future.
   The future of the present is in the past.
   The future of the future is in the present."

   --John McHale

7. "The only person who likes change is a wet baby."

   --Roger Von Oech

8. "The future works out great men's purposes;
   The present is enough for common souls
   Who, never looking forward,
   Are indeed
   Mere clay, wherein the footprints of their age
   Are petrified forever."

   --J.R. Lowell
   A GLANCE BEHIND THE CURTAIN

"FUTURE CORNER"

Using the following poems, stimulate your children to travel beyond the walls of rigidity and into the rhapsody of creating their own poetry. Have the students illustrate their work and display the poems in your room.

I DREAM A WORLD

I dream a world where men
No other will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.
A world I dream where black or white,
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head,
And joy, like a pearl,
Attend the needs of all mankind.
Of such I dream--
Our world!
--Langston Hughes

SEARCHING'S END

Adventure can be found
In many places,
In unfamiliar sounds,
Or in new faces.
--Mary Pawlek

FISH IN A POLLUTED RIVER

His mother's dead. And now his aunt
Says, 'Where's the purifying plant?
He cannot breathe, he cannot swim
Because of what you've done to him.'
--Ian Serraillier
(Use this poem with Activity #3)

THE SONG OF THE WHALE

Heaving mountain in the sea,
Whale, I heard you grieving.

Great whale, crying for your life,
Crying for your kind, I knew
How we would use your dying;

Lipstick for our painted faces,
Polish for our shoes.

Tumbling mountain is the sea,
Whale, I heard you calling.

Bird-high notes, keening, soaring;
At their edge a tiny drum
Like a heartbeat.

We would make you Dumb.

In the forest of the sea,
Whale, I heard you singing,

Singing to your kind.
We'll never let you be.
Instead of life we choose

Lipstick for our painted faces
Polish for our shoes.
--Kit Wright
(Use this poem with Activity #6)

A Fourth Poetry Book, compiled by John Foster, London: Oxford Univ. Press

Anthology of Children's Literature, Johnson, et al., Boston: Houghton Mifflin Co.

Poetry Place Anthology, New York: Instructor Books.

HOMELEARNING ACTIVITIES

It is extremely important for school and home to work together. The following activities can be done at home with parents in order to aid the reinforcement of skills learned at school.

Concept of Change

1. **With your child, view family albums noting changes which have occurred in people, dressing styles, transportation, etc. Then, have your child tell about changes in his/her life, e.g., braces, cars, pets.**

2. **With your child, measure his/her height and weight. For four weeks chart any increases or decreases. Then, have your child talk about any changes that occurred, e.g., gain in weight--What kind of activity has he/she engaged in? Watching too much TV?**

3. **After catching an insect (preferably finding a cocoon), ask your child about any changes that he/she noted after observing the insect for a period of two weeks, e.g., any color changes? Shape? Movement?**

4. **With your child keep a log of stores, businesses, and shops, as you travel around the area where you live, e.g., school, neighborhood, shopping center; then, using the information predict how the neighborhood might change 20 years from now, e.g., new roads, more eating places, banks, or shopping places.**

5. **After watching the news with your child, talk about a problem issue, e.g., cancer, toxic waste, etc. Then, ask your child how he/she would change the problem, e.g., find an alternative energy source that doesn't produce harmful pollutants.**

Art and Design

6. **Create a space hideout with your child by letting him/her design his/her own box. Then, let your child invent the furniture that would fit the "future look."**

7. **After reading, A Wrinkle in Time, by Madeline L'Eagle, have your child pretend that he/she was one of the main characters and rewrite one scene in the book to be acted out.**

8. **After watching Star Trek or Buck Rogers, imagine with your child what it would be like to be a space hero. Then, let your child draw a picture of you and him/her in your uniforms.**

Forecasting or Predicting

9. With your child, predict how many times that a coin will land on heads out of 30 tosses. Toss the coin and see how close your predictions were. Then, have your child write the answer as a fraction and reduce to lowest terms.

10. Pretend with your child that you are the weatherman. Make your prediction of the week's weather forecast. Then, make a chart of your predictions comparing them with the actual weather conditions.

PROJECTIVE THINKING

Check the answer that YOU think best describes the event listed.

	EVENT IS HAPPENING	WILL HAPPEN NOW	WILL NOT HAPPEN
1. Big cities become polluted			
2. World-wide food shortage			
3. Computers replace teachers			
4. A robot will go to school for you so that you can stay home and play			
5. Animals will be extinct because of our pollution			
6. Nuclear war			
7. One world language			
8. Report cards at the end of the school year			
9. Everyone has a computer			
10. A cure for all types of cancer			

11. **A 15-hour work week**

12. **Shortage of oil**

Briefly discuss how he/she would solve these problems, or improve any of the events.

My Part
Programming Your Future: Futures Forecasting
A Unit of Study

Margaret G. Stanley

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Programming Your Future: Futures Forecasting
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RATIONALE:

Planning the future in the latter days of the twentieth century is more difficult than ever before. There is a sharp increase in the rate of social change in the United States and globally. Society has become complex due to growth and technology. Decisions have far-reaching consequences. Futurists suggest that the best we can do is to try to define the range of alternative possibilities. It is important that students recognize the inevitability of change. In addition, they need to recognize that any view of the future must identify the world as a single interacting community and that their values play a role in their interpretation of the future. Finally, students who create images of future alternatives will discover that actions in the present affect those alternatives which they have considered preferable for their future.

Students who consider possible futures using forecasting techniques are more likely to be prepared for rapid growth and change, are better equipped to head off problems before they occur, are most likely to look for long-term solutions to long-term problems, and are more likely to become aware of systems or ways that conditions are related to one another.

This unit is appropriately designed for upper elementary grades, but projects are included that would be suitable for middle school. Some of the activities could be used with fourth grade gifted students. In writing this unit, the assumption has been made that the student has had little or no study about future alternatives and forecasting.

INTRODUCTORY

OBJECTIVE:

Student will identify various forms of forecasting practiced throughout history, will determine their origin, and will provide a personal evaluation of each (astrology, cards, animals, crystal ball gazing, reading palms, bird flights, phrenology, inspiration, clairvoyance, experts)

Skills: data-gathering, note-taking, organizing for a report, presentation (oral, written, using audio-visuals, display preparation)

Thinking Process: Cognitive (knowledge, comprehension, evaluation)
Affective (Value Voting)
Creativity (Brainstorming--fluency; planning report and display)

Activity One

Students will view Filmstrip One of Forecasting the Future , followed by questions and discussion.

Questions: Why do people have their fortunes told or read their horoscope? Why do people want to know what is going to happen in their future?

In pairs, students will brainstorm advantages and disadvantages of knowing about their future. They will share with group.

At conclusion, students will do stand-up voting (yes or no) on their personal feelings about knowing their futures.

Activity Two

On butcher paper, for reference and display, students will compile list of forecasting forms in history. Student will choose a category and do research on one form.

Following data-gathering and note-taking, students will plan and share form with group in a creative way.

Activity Three

Using overhead projector, drawings, or real objects, students as a group will plan and produce a display or bulletin board showing their findings about forecasting.

Activity Four

Student will write a paragraph defending one of the forms of forecasting or defending his/her belief not to take forecasting seriously. In either case, student will explain at least three reasons.

EVALUATION: Observation of brainstorming in Activity One: Observation of criteria set by students for reports; Contribution to display: Clarity of paragraph, Act. Three.

DEVELOPMENTAL

OBJECTIVE:

Student will differentiate questions which allow for alternative solutions and questions which limit solutions and will use criteria for evaluating solutions.

Thinking Process: Cognitive (application, analysis, evaluation)
Affective (determine how values limit choices; judging solutions)

Creativity (originality, fluency, elaboration, risk-taking)

Activity One

Students will be divided into two teams and will debate this statement made by Donald Treffinger, "Instead of learning facts and answers to questions, student should be learning how to ask the right questions."

As follow-up, students will determine the difference between these two questions:
"Where can we build a bigger parking lot in the city?"
"How might we handle the problem of parking in cities?"

Activity Two

Working in pairs, students will brainstorm solutions to each of a pair of questions provided--with the likelihood that each will report greater number of possibilities for "How might we---?" questions.

Question Pairs: How can we construct ladders tall enough for firefighters in the city?
How might we fight fires in tall buildings?

How can we keep people from stealing licenses and credit cards?
How might we identify drivers and credit users safely?

What can we do to cars to cut down on pollution?
How might we travel in a pollution-free manner?

How can I keep the teacher from fussing at me each day?
How might I plan my evening to include homework time?

What law will make people stop throwing trash from cars?
How might people be encouraged to keep their roadways clean?

Activity Three

Students will change a given list of close-ending questions to open-ending questions by using "How could we--?" and "How might we--?"

Questions: How can I save money on gas?
Why do we get punished when the cafeteria is noisy?
When will my folks buy the new transformer that I want?
How can we stop street people from committing crimes?
What kind of punishment would keep my brother out of my room?

Activity Four

Given a list of problem-questions, students will turn problems around and use reversal to achieve more possible answers.

Example: How might I keep the school bus quieter?
How might the school bus keep me quieter?

Problem Questions: How might I get the mud out of the water?
How might I get to people in tall buildings for rescue?
How might I stop people from driving when drinking?
How might I get the rural elderly to a doctor?
How might I get in touch with runaway kids?

Students will follow new question-writing by identifying five possible solutions to one of the questions.

Activity Five

Given problems and close-ending questions, students will rewrite questions in broad, or open-ending form.

Problem: Young children are hurt playing midget football.
Closed Q: How can we make helmets safer?
Rewrite

Problem: Traffic is fast and heavy causing accidents.
Closed Q: How can we get a radar trap set up in that zone?
Rewrite

Problem: People are injured while hang-gliding?
Closed Q: How can we get untrained people to stop hang-gliding?
Rewrite

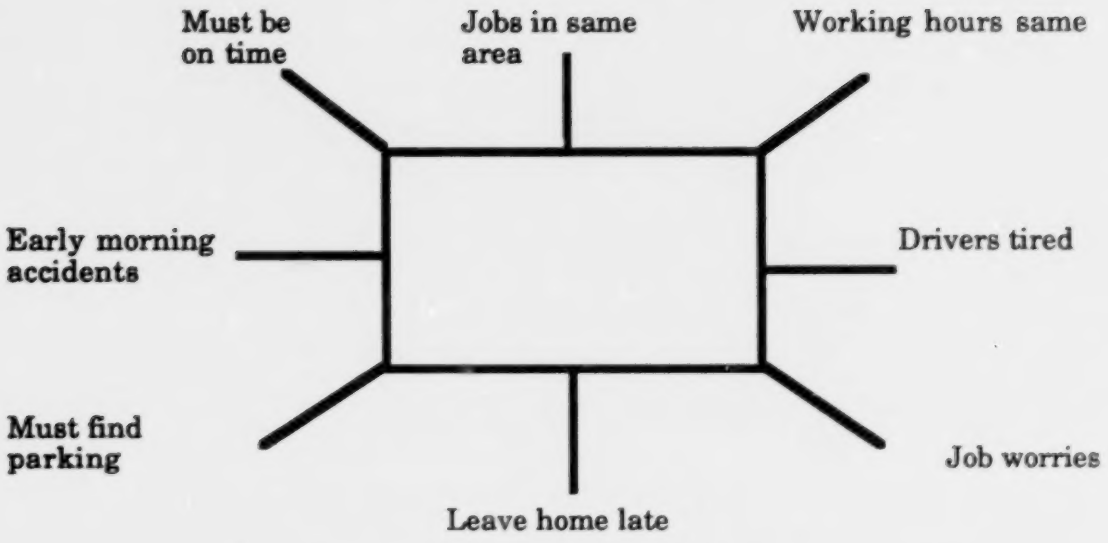
Problem: Cities are congested in the morning hours.
Closed Q: How can cars be re-routed?
Rewrite

Problem: Senior citizens have difficulty shopping.
Closed Q: How can we arrange to drive them downtown?
Rewrite

Activity Six

After teacher and class have together "exploded" a topic on the board, student will, on his/her paper, explode the topic "Year-Round-School" showing all related factors.

Example:



Following the student's explosion of the topic, "Year-Round School," student will list one possible solution related to each factor.

Activity Seven

Using solutions generated in explosion of topic, student will evaluate his/her solutions by placing them on a grid assigning points for appropriateness, and thereby finding best solutions.

EVALUATION: Willingness to take risks in debate participation, Activity 1.
Fluency and originality of ideas (at least 3 per question), Activity 2.
Correct rewording of questions using "How might we--?", Activity 3.
Correct use of reversal techniques for writing questions, Activity 4.
Changing closed-ending to open-ending questions, Activity 5.
Exploding a topic using at least five factors, Activity 6.
Appropriately placing solutions on grid and rank-ordering by points. Activity 7.

OBJECTIVE:

Student will identify values and choices inherent in future alternatives

Thinking Process: Cognitive (comprehension, analysis, evaluation)
Affective (tolerating ambiguity, risk-taking, decision-making)
Creative (fluency, elaboration, originality, risk-taking)

Activity One

Following teacher-led discussion of the inevitability of change (as based on class' knowledge of life of grandparents and new technology) the student will identify his/her own values related to change. When given a copy of the following list of things to do in the future for the good of the world or to avoid some danger, the student will circle those which they would be willing to do.

1. Eat a strange food you didn't like once a week.
2. Walk instead of driving all of the time.
3. Give up all toys that use electricity or batteries.
4. Give part of your allowance to charity regularly.
5. Give up eating all sweets and snacks.
6. Work one Saturday a month to clean up your town.
7. Work an extra 15 minutes a day to clean up the school.
8. Take part in an experimental vaccine.
9. Share your bedroom with one more person.

Upon completion, students will write beside each one which value it represents. Students will share with others conditions under which they might change those values.

Activity Two

Students will continue to identify their own values by marking feelings about certain predictions (Is It Possible?) then will choose one which causes negative reaction and share views.

After sharing views, students will brainstorm one of the following predictions for possible resultant benefits and problems:

People live to be 200 years old
Laws to limit size of families
Smart pills
Computers replace teachers
People work less and have more free time.

Student will identify values inherent in their list of benefits and problems.

Activity Three

Students will conduct a survey, with one group using children and another adults; (A Survey About the Future) chart or graph the information.

Then students will identify values of students and adults by analyzing survey results.

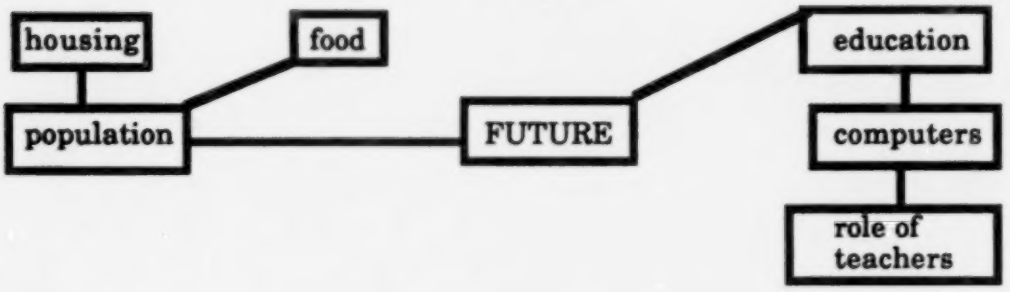
Activity Four

Students will rank-order a list of world problems and provide one possible solution to each problem.

Activity Five

Students will participate with teacher in creating a futures wheel that shows many areas of concern related to the future. (This will be saved for student reference.)

Example:



EVALUATION: Fluency in identification of values, benefits, and problems.
Following plan for conducting survey and charting information.
Participation in brainstorming sessions.

OBJECTIVE:

Student will plot information to use the following forecasting techniques of trends extrapolation, Delphi, cross-impact matrix, and futures wheel and to analyze the complexity and interrelatedness of alternative futures.

Skills: data-gathering, note-taking, plotting information, graphing, interviewing, surveying

Thinking Process: Cognitive (knowledge, comprehension, application, analysis)
Affective (choosing, taking risks, tolerating ambiguity)
Creative (fluency, elaboration, originality, risk-taking)

Activity One

Student will complete a cross-impact matrix by determining interrelationships of air pollution, gas rationing, increased population, and depletion of fossil fuels.

Activity Two

Student will graph population increase information on a graph and analyze the information identifying possible altering factors of the trend and problems if the trend continues.

Activity Three

Student will brainstorm current trends in our world. Example: People are living longer.

Following identification of trends, students will analyze who is affected by each trend, an advantage and disadvantage of each trend, how long trend might last, and events that might change the direction of each trend.

Activity Four

Using an Almanac, the student will chart the population of a major city over a period of twenty years. Then, the student will extrapolate the trend and identify the reasons, recognizing them as a probable future.

Activity Five

After hearing presentation of Chinese rice story, describing an accelerated trend, or exponential growth, the student will solve the problem about the pond on graph paper and brainstorm other trends that may accelerate.

Activity Six

Class space and supplies will be reduced beforehand. Students will be crowded into a small space while they create a futures wheel on the topic, "Overpopulation." Then they will share feelings and future wheels with each other and analyze the interrelatness of problems to overpopulation.

Activity Seven

Following a teacher presentation about individual and group (Poll) forecasts, the student will judge some given forecasts on the basis of expertise, bias, recency, and consistency.

Activity Eight

The student will participate in a Delphi polling activity.

EVALUATION: Completing Cross-Impact Matrix
Graphing population information
Fluency and elaboration during brainstorming
Charting information from Almanac
Solving pond riddle problem

Completing futures wheel
Judging forecasts using criteria given

CULMINATING

OBJECTIVE:

The student will differentiate between probable, possible, and preferable futures and will use imagery to create products.

Skills: gathering data, note-taking, writing, organizing

Thinking Process: Cognitive (knowledge, comprehension, application, analysis, synthesis, evaluation)
Affective (valuing, decision-making, risk-taking)
Creative (fluency, elaboration, originality, risk-taking)

Activity One

Following a discussion of possible futures, probable futures, and preferable futures, and given a list of some events or situations the student will decide where he/she would place each, Students will then give reasons for responses and identify which values are represented by their responses.

****Two of the following three activities are to be chosen.

Activity Two

The student will write a scenario. This will be a scene describing life as it is under conditions of a future year. It will be written in past time and will deal primarily with some specific aspect of life.
Suggestions: work, leisure, transportation, identity, overpopulation, medical technology, environment, global peace/conflict.

Activity Three

The student will design a model city of 2050, taking into account the following issues: protection, environment, medical technology, transportation, communication, living space, leisure-time, work, religion.

Activity Four

The student will contribute to a newspaper written in the year 2050, including articles, ads, etc. as included in a 1980's newspaper.

EVALUATION: Products will be judged by criteria of how well directions were followed for certain inclusions, on fluency and elaboration of ideas, and on clarity of writing.

RESEARCH POSSIBILITIES
PROJECTS

Using news, health, science magazines and a Reader's Guide search, identify new medical technology (past 5 years). Choose one aspect and plan a way to share with group.

Plan a club of tomorrow (slogans, posters, rules).

Do research about the organized solutions already in operation for addressing the problem of one-fourth of the world starving or malnourished.

Create a model of a home entertainment unit of the future.

Research trends in the use of leisure time. Project future leisure activities with decreased work hours projected.

Complete a school display based on your futures study.

Read and report on a science fiction book. Analyze the kind of science fiction.

Design posters advertising products of the future.

Make a model of a form of transportation.

Examine and analyze gadget, adventure, and social science fiction.

Write a science fiction story.

Provide book and TV titles for the year 2050.

Examine the views of U.S. futurists: Toffler-journalist; Bell and McHale-sociologists; Theobald-physicist; Kahn-"think tank" director; Harman-engineering professor.

VALUES PROJECTS

You are a doctor in the year 2050. List some decisions you must make in a week.

You are going with an initial group to establish a space colony. You may take ten items to educate children. What will you choose to take?

Complete three descriptive sentences--"The future is---".

A new pill, along with other technology, has stopped aging. Identify some implications of this development.

Make a Time Line of your life from birth into the future.

Bury a Time Capsule containing five items which you think best represent life in the 1980's.

Determine Nobel Prize winners for a future time.

Choose five of eight persons to be saved from a nuclear attack: general, 44; farmer, 40; physicist, 30; construction worker, 29; nun, 30; MD (f), 65; child (f), 7; politician, 45.

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Religions in The Middle East: A Comparative Study

Judy S. Craig

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INTRODUCTION

As far as one can determine, religion has existed in every society from the most primitive to the most culturally advanced. The more keys modern science finds with which to open the locked doors of the past, and the more we learn about the early days of man on earth, the more evidence there is that all these societies in the past had one thing in common . . . some form of religion. Since religion has been one of the most powerful factors in human history, the purpose of this unit is to increase the students' awareness of and an appreciation of the many forms of religion today. There are many religions to choose from and many ways to approach a study on religion. In consideration of the scope of studies in the sixth grade, the three major religions of the Middle East will be studied. It is hoped that the students will be able to appreciate and recognize the importance of religion in the lives of people all around the world. We will approach this unit of study on religion in the Middle East in terms of their histories and their effects upon the histories of the countries where they are found, especially the roots in the Middle East.

We will briefly look at the country that produced this religion and the culture that hosted this religion; the life of the founder(s) and what factors caused him to be credited with the founding of the religion; sacred texts, and what does the scriptures or literature tell us about the doctrines of this religion; and the influences of religion on the world today.

Why study religion? After all, we have been told that religion is a personal matter and that while we should be informed about the nature of our own religion, the religion of others, need scarcely concern us. We have heard religions are of little real consequence, one might more profit from studying subjects of immediate practical value. We might justify the study of religions in the same matter one could justify the study of Shakespeare or art, or history. Anyone interested in the history of the world and his own culture will find the study of world religions imperative.

It is important to explain religion as an unusual concept. The word "religion" is an English word derived from the Latin word religion, which carries the meaning of the fear or awe one feels in the presence of a spirit or god. The average person will seek to define religion in terms of a set of beliefs, having to do with gods, in which one is taught a moral system. While elements of this definition may be found within many of the religions of the world, it cannot do justice to them all. "A definition widely accepted today was offered by the late Paul Tillich when he identified religion as that which is of 'ultimate concern.'"[1] Taking this one step further, some might say that in its basic form one's religion is that which is so vital to him that he would die for it. In this sense, the intense patriotism one finds in many countries could be called religion. Men and women all over the world have been known to die for their families and countries. In terms of this definition, one's intense love for family, community and country could become his religion.

[1]Hopfe, Lewis M. Religions of the World, Glencoe Press, Beverly Hills, 1976, p. 2-3.

Perhaps the greatest contribution that a knowledge of a world religion can make to a citizen of the fourth quarter of the twentieth century is in the area of world politics. In face, in any time of history major political conflicts have had at their roots religious differences. Catholic Christians were against Protestant Christians, Moslems war with Christians, Jews struggle with Muslims. Religions warring against each other is not to say that people of differing religions and cultures cannot live in peace together; it is simply to say that if there is to be peace these differences must be known and respected. "In the early 1960's a young professor and his wife gave a dinner party on a Friday evening. The guest list included Jews, Catholics, and Muslims. The dinner entree was ham! Needless to say the dinner party was not too happy. The guests, because of their religions were offended."[2] The dinner party is all too frequently a microcosm of what happens in the larger world because of ignorance of the religions of the world.

This unit of study is designed for a self-contained sixth grade class with the assumption there are three to four Gifted/Talented students in the class. A suggested time for the unit will be two to three weeks. Before beginning to teach this unit on the three major religions of the Middle East, the teacher should be aware of the students' religious backgrounds. The purpose of such a unit of study is not to indoctrinate anyone to a particular religion but to study the religions of the Middle East as they have shaped and have been shaped by historical events. Materials most helpful in teaching this unit will be the sixth grade social studies textbook, resource people, county libraries, media center with suggested films, filmstrips, slides and records. An outline of the course should be made on the first day of the unit of study. (e.g., grading, projects and evaluation) A booklet will be compiled during the study on daily work and activities. This will be part of the evaluation of the unit of study. A portion of the booklet will be a student glossary of terms used in the study.

[2]ibid

OBJECTIVES

At the conclusion of the unit the students will be able to:

1. Demonstrate a basic knowledge of the three major religions in the Middle East: Christian, Jew, Moslem.

2. Identify the founders of Christianity, Judaism, and Islam.

3. Define a list of terms relating to each of the three religions.

4. Construct charts, graphs showing the regions where these three religions originated and be able to trace the routes of the founders and their followers.

5. Compare and contrast the differences and similarities in these three religions.

6. Understand and interpret the influences that religion has played in the history and development of many countries.

7. Identify the different customs practiced by the Christian, Jew, Moslem.

8. Demonstrate an understanding that religions influence our actions, thoughts and feelings - and are directly related to our own backgrounds and experiences.

9. Develop a better insight on the three different religions and an appreciation or tolerance of others and their religious practices.

10. Be able to read and interpret some of the scripture passages from the three different books of the basic teachings of Judaism, Christianity and Islam.

11. Express in his/her words what religion has meant to people through the ages.

12. Demonstrate an understanding of the cause and effect relations of given issues today relating to religious beliefs or the three religions.

13. Evaluate his/her own growth through this unit of study and be able to justify these observations.

INTRODUCTORY ACTIVITIES

1. To introduce the unit of study on the religions of the Middle East, a large world map will be displayed. Highlighted will be the Middle East section of the world. Religion will be spelled out in large cut-out letters across the Middle East. Each student will be asked to write a page for his booklet on the following topics:
    a) What is religion?
    b) Why do you think religion has been and still is a universal force in the history of man?

    (Support your position by any facts, feelings, observations etc. that you feel are important. The following day discuss these topics in class.

2. Make a list of the three major religions of the Middle East. (The textbook will serve as a source of information. This question is motivational for the next activity.) Once the three major religions are established as Christian, Jew and Moslem, three filmstrips will be shared on three consecutive days. They will be from the series "Religions of our World" (Bethlehem School) with the following topics:
    a) Christianity
    b) Judaism
    c) Islam

    Each day of the filmstrips, group and individual discussions will be

held to discuss the materials presented in the filmstrips. (e.g., Where were the origins of the religion? Who were the founders? How were people influenced then and now by the particular religion? Can you define the beliefs of each of the religions? How do you view these religions after having seen the filmstrips? Have you gained a deeper appreciation for each of these religions?)

3. Use the above filmstrips, encyclopedias, the movie "Religions of the World-Christianity and Islam" (Elbert-Ivy) for this activity. Have the students do research on these three religions and look for the following:
    a) Founders of the three different religions.
    b) Specific places in the origin and development of each of these religions.
    c) Where the basic teachings can be found for each religion.
    d) Chief religious observances and practices of these individual religions.
    e) Geographical information

4. Instruct the students to start making a list of vocabulary words associated with the three different religions. These words will make up the glossary section of their booklet to be turned in at the end of the unit. They will serve as part of the evaluation for the unit of study. A vocabulary tree will be displayed in the classroom during the course of study. Each day, two or three new words will be added to the tree and previous words will be reviewed. At the end of the study, students will be asked to make their own crossword puzzle from this list of words. The puzzles will be exchanged in class with other students solving each others' puzzles. This will be used as a testing tool of their knowledge and understanding of the vocabulary words associated with the three different religions. This can also serve as a spelling lesson.

5. Meaningful religious observances of all three religions are based on events throughout the year. In such a study for sixth grade students in a self-contained setting, the basic understanding of these religions might best be seen through studying some of these festivals. (Divide the class into three separate groups: Christian, Jew, Moslem. Have the students to do research on the topic and make a chart of the different festivals and holidays that each religion observes.) (Resources in the following:)
    a) Allah the God of Islam by Florence Mary Fitch
    b) One God, The Ways We Worship Him by Florence Mary Fitch
    c) Jewish Holidays by Betty Morrow

    At the conclusion of each group's study, each individual student will be asked to select one of the important festivals and explain in essay form why that particular festival is important to that particular religion. Include this essay in their booklet. Also provide a listing of holidays in

the booklet.

6. Using symbols, art, and religious articles ask how do some of the things give meaning to life to people in each of the three different religions. (This is motivational and will be dealt with later. Such articles as Koran, Bible, cross, Ram's Horn, etc. can be displayed at this activity).

7. Think of some basic beliefs and practices that are common to all religions. Guide them to think of the following:
   a) The Deity
   b) Codes of Conduct
   c) Life and death
   d) Worship
   e) Organization

   (These will be dealt with later in the study.)

8. How has religion influenced the following:
   a) The individual
   b) Government
   c) Education
   d) The arts

   (These will be dealt with later.)

DEVELOPMENTAL ACTIVITIES

1. Each student will be asked to trace on a separate map of the world, the routes of the spread of each individual religion. Provide students with three separate maps of the world. Trace the origin and where each religion as spread into the world. Justify the path of growth. What influenced that growth? (Historical Atlas of the Religions of the World by Isma'il Rageal Farugi will serve as a resource for this activity.)

2. Have students research the major religions of the world and find out how many followers there are for each of the major religions. Construct a bar graph showing the population of each religion. Compare the numbers and justify why Christianity leads the way for most followers.

3. Do a comparative study of each of the founders of Christianity-Jesus, Judaism-Moses, Islam-Mohammed. (Use the book Jesus Compared-A Study of Jesus and Other Great Founders of Religion.) As a whole group make a comparative chart to display in class. Compare the likes and differences on the following topics:
   a) Birth
   b) Ministry
   c) Family Life
   d) Teachings
   e) Death

   After the group study, assign the students to do individual research to

find some of the methods used by each of the founders to attract followers to teachings. Then pretend you were either Jesus, Moses, Mohammed and write a paper on how you attracted your followers. (Assign paper to booklet.)

4. Have the class make a list of religious figures today. The list might include the following:
   a) Billy Graham
   b) Jerry Falwell
   c) Jim Baker
   d) Jim Jones
   e) Oral Roberts
   f) Rex Humbard
   g) Sun Myung Moon
   h) Zen Buddhism

   What methods do each of the figures use to attract followers today? What are some of the basic teachings of these figures? How have they influenced our culture today? Take one of the above figures and make a comparison with either Jesus, Moses or Mohammed on the issue of marriage and divorce. (Add paper to booklet.)

5. After the comparative studies, assign each student to take either Jesus, Moses, or Mohammed and write a biography of his life. (The biography will serve as a culminating activity for members of the class to debate on which student has the best written paper. The papers will be shared orally in class. The biography will be a separate assignment from the booklet.)

6. The basic teachings of each religion is recorded in the following books:
   a) Christian - The Bible
   b) Jew - Torah
   c) Moslem - Koran

   Have students do some independent research and study in these books so they will be able to discuss some of the following topics in class:
   a) What were the histories or origins of the writing of each book?
   b) Where did the inspiration for the writings come from?
   c) How would a modern day religious group accept the idea of an archaeological discovery that would make these basic teachings incomplete?
   d) Take a passage from each of the three books and let the class read and discuss these different passages.
   (World's Great Scriptures by Lewis Browne was used.)

7. The basic teachings of each religion has a core for its teachings. The following will be looked at and studied in the class:
   a) Islam Lord's Prayer
   b) The Ten Commandments
   c) Apostle's Creed

Questions to discuss might include the following:

a) Is there anything common among the three creeds?
b) Who is addressed in each one?
c) If you were a newcomer to this planet and was faced with choosing one of the above doctrines to base your religious beliefs on, which one would you find most helpful. State your answer with some specific facts as you think about your answer.

8. Provide the students with a copy of the Torah, The Bible and Koran. Divide the class into groups and give them a list of topics to look for in each of these books and see if they can find any passages that might deal with some of the following topics:

good	poor	murder	love
evil	rich	divorce	hate
wisdom	death	drunkenness	war

9. Prayer, what is it? How did each different religion view prayer? How important is it in the lives of the past followers as compared to the present followers of each faith?
(See Appendix H for three important prayers used by each of the three groups. Distribute copies for booklet.) Study each one and look for any similarities, differences and style of writing. At home write a prayer as it might relate to your own personal religion.

10. "Islam is the youngest of the three religions. The history of the world has been shaped and is still being shaped by the Islamic religion." As a group, study this statement by the author of By These Faiths. Why did the Islamic religion spread so fast and become such a popular religion in the midst of the Judaism and Christianity religions? Why is there no great and powerful nation of Islam today? (e.g. United States, Great Britain.) Why did the great Islamic civilizations decline while Christian civilizations flourish? What are some of the progressive nations of the Islam world doing today to try to improve the cultures of their countries?

11. Until recent years there has never been much impact on the United States by the Muslims. What explanations could you give for this statement? Today, it is estimated there are about 200,000 Muslims living in the United States. The appeal for the Muslims has been among the black people. What answers could you use to explain this? (As a class, use By These Faiths by Robert Liston for a study of Black Muslims in the United States). What is the name for the best well-known Islamic sect in the Black Muslims called? Who founded this sect? What caused a division in the Black Muslims sect in the United States? As individuals, research and find out what the following men have to do with the Black Muslims sect in the United States. (Include results in booklet.)

a) Malcolm X
b) Elijah Mohammed

c) Wallace D. Mohammed
d) Mohammed Ali
e) Martin Luther King
f) Kareen Abdul-Jabbar

12. Moslems hold that Islam can unite the world today and they believe that it can give man what he wants most. Use your knowledge and make an analysis of this statement as to why you think it can. (Include in booklet.)

13. To really understand any religion, certain beliefs and practices can be found common among them. Do some individual research on the following and, as a group, be able to relate it to the three religions of the Middle East:
    a) The Deity - How does each of the three religions view the idea of God? Who is their God? What are some of the teachings about their God?
    b) The codes of conduct - Explain what each of the three religions view as their code of conduct. (e.g. , Jews allow no worship of idols, Moslems must pray five times a day.)
    c) Life and death - What are the views of each religion on this topic?
    d) Worship - What means of worship do each of the three religions use?
    e) Organization - What kind of organization or structure does each religion follow or practice?

    Study and compare a worship service of each of the three religions. What things do you find in common or what would be some differences? If you were to conduct a worship service in a Jewish synagogue, what things would you include in the service? Why is religion considered to be more than a matter of learning to live and work with one's fellow man? What are some codes of conduct that all great religions agree upon? Today, what are some codes that Christians, Jews and Moslems agree upon? How would you write a code of conduct for a new religion that you were establishing in a new country? How do symbols and ceremonies contribute to worship in a religion? Discuss some common symbols used in the Jewish, Christian and Moslem faiths. If for some reason all three religions decided to join in one universal religion as the Moslems predict, what symbol could you design to be symbolic to this new religion? Create and share in class your original design. (Include the design in booklet.)

14. If one looks around, one can find influences of religion in almost any place. As a group, based on your research and knowledge, discuss the influences of the three religions on the following:
    a) Individual - How does each treat the individual? How have the teachings influenced the personal lives of the followers of the three different religions? How has any religious practice,

readings, symbols, etc. affected you as an individual?

b) Government - What influences have each religion had on governments of countries of these particular faiths? What does the constitution of the United States say about the church and state? How do Jews view the church and state? How do Moslems view the church and state? Can you cite any examples that involve issues of religion in governments today? (Encyclopedia Britannica Yearbooks can provide excellent sources of information.)

c) Education - How does each group view religion and education? What things are important for each different group to be taught? How are girls viewed by each group in their education privileges? What has happened to religion in the public schools in the United States? What does the Constitution say about religion in education in public school? If in a huge suburb of a large city, the law suddenly changed that prayer be made mandatory in all the schools, you as a principal of a school with a mixture of different religious backgrounds in students, how would you handle the situation?

d) Religion in the arts - How has each of the arts been influenced by the three different religions? Compare the following:

1) Music
2) Sculpture
3) Dance
4) Paintings
5) Literature
6) Architecture

Display some works of art in the class and as a group discuss the influences of religion in them. Included could be the following:

1) St. Peter's in Rome
2) Taj Mahal
3) Michelangelo's Sistine Chapel
4) Music by Handel, Bach, Beethoven
5) Writings by Dante and Milton

As a group learn some songs from these countries in the Middle East. Discuss the feelings and stories that they are trying to convey. (See culminating activities for a listing.)

15. Based on prior knowledge and research you have done, why has there been bloodshed and persecutions for one's religious beliefs? (Cite some examples of past and present situations.) Some examples might include:

a) Christians and Jews in the first century.
b) Christian, Jew against Moslems in the Crusades.
c) India and Pakistan
d) Northern Ireland (Catholic and Protestant)
e) Lebanon
f) Iran

g) Germany in World War II

Why has the Middle east been the scene for so many religious conflicts? Why are there conflicts there today? What advice could you offer a new leader in modern Lebanon on the conflicts between religious groups?

16. As individuals, take time during the study of this unit to observe trends and conditions in religious circles today. How do they act and behave? Do their actions and behavior compare with the beliefs or doctrines of the different religious faiths?

17. Look for any religious issues in the newspapers, magazines and television and in local churches. If you were a priest in a Catholic Church and your congregation confronted you with the issue of saying abortion was legal, what would your reaction be? If Mecca suddenly was swallowed by an earthquake and you were a Moslem, how would you react?

18. Divide the class into debate teams and hold debates on the views of each of the three religions on the following:
    a) Abortion
    b) Nuclear War
    c) Religion in politics
    d) Women's liberation

19. Based on the laws of Jewish traditions, how would you react to leaving your business open on Jewish New Year?

20. As a group, use your knowledge of women's rights in a modern Christian country today and be able to compare the rights of Moslem women in an Arab country. If you were a Moslem woman suddenly elected in a high political office in an Arab country today, how would you justify your position based on past beliefs of women in public position?

21. Divide the class into three separate groups and assign each group to read and study one of William Corlett's series of books on religion of the three faiths. The books include:
    a) The Judaic Law
    b) The Islamic Space
    c) The Christ Story

    How does he compare the three religions? Ask each student to write a book review on the book of his group. Use this as an activity to check the students' comprehension and oral expression of what they thought the author's purpose for writing the book was.

22. Have the groups analyze what is appealing in religion today that was appealing 3000, 2000 or 1000 years ago.

23. Use the article, "Religious Growth in a New Area," from the 1982 Encyclopedia Britannica Yearbook and discuss the trend in world religion in the 1980's. Why is there a trend for an increase in growth in religion in the southern hemisphere?

24. Do some research on the ecumenical movement today. What is it? What are some of the questions that are being dealt with today?

25. Do some research on the Moslems who were called Moors. Be able to discuss what influences they have in Spain. Can we still see the result of these influences today? What developments in science, medicine, education, architecture were introduced that are important to us today?

26. If a respectable young minister came to a new congregation of mixed religious backgrounds, what would you believe to be the most successful approach to attract (your teachings)? Justify your approaches with some facts that you have learned during the study.

27. If a Moslem or Jew were suddenly placed in the Presidency of our country, what advice could you give him/her for running the country?

28. Using your knowledge and understanding of the three religious teachings of one God, how would you explain the idea of one God to a group of atheist or agnostics. (Prepare the speech to present to the class and include the speech in the booklet.

29. In our realm of space and space technology and the reality that we are running out of space on earth, how do you think this will affect our world 2-50 years from now as to the theories and practices of religion in the three different religions? (State answer in the form of an essay to be included in the booklet.)

30. Use several recent Encyclopedia Britannica Yearbooks to discuss issues that involve religion in the government of many countries today.

HOME LEARNING ACTIVITIES

1. Discuss with parents and make a list of ways that their religion or the religions around them have touched their lives? What topics could you come up with? Some topics might include the following:
    a) Laws - Dealing with killing, stealing, marriage.
    b) Calendars - Based on religious events.
    c) Days of the week - Named after gods and goddesses
    d) Matters such as - government
        - education
        - medicine

e) Inspired our heritage in - art
- architecture
- music

f) From birth to death - Our lives are marked with religious ceremonies.

2. Students have many questions about religion that should be dealt with at home. Such questions are:
   a) What is creation?
   b) Where did I come from?
   c) Why am I here?
   d) Why do good or bad things happen to me?
   e) What is heaven or hell?
   f) What happens after I die?
   g) Who made the world?

   (In Search of God by Marietta D. Moskin is an excellent book for the topic of religion and it deals with some of the above topics.)

3. A topic that concerns each and everyone is death. How do we deal with the topic with children? Talking About Death: A Dialogue between Parent and Child, by Earl A. Grollman can be used by parents to help the child deal with this concept. From birth we are all confronted with the fact of death, both in the human sphere of the family, neighborhood, and world an in association with the natural surroundings of plants and animals.

4. Assign students to watch television for a week and look for issues of a religious nature. (e.g. , sex, violence, drugs, etc.) Make a list for a week. At the end of the week write a paper on the reaction of Moses, Jesus, Mohammed if they were sitting next to you watching these issues on television. How effective do you think they would be if they appeared on television in defense of their beliefs?

5. Make a list of things in your home that carries any religious significance to you and your family. (e.g. , books, pictures, symbols, etc.) How does this object influence your lifestyle? How might your life be different if you did not have any of these objects in your home?

6. Construct a center in your home that depicts a religious center. Use any materials that you have and make it something that would be meaningful for you. Over a two-week period look for the following observations:
   a) List comments made by different members of your family.
   b) Were there any positive comments?
   c) Were there any negative comments?
   d) How did you deal with these comments?
   e) How did your center influence your family?
   f) What influence did the center have upon you personally?

7. Over the period of time spent on the unit, look for any things that you can find that were either influenced by Jewish, Christian or Moslem. (e.g.,something in a museum, a painting, a building, etc.) Make a list and add to your booklet.

8. Use the daily newspapers, magazines, news broadcasts to find articles and issues that relate to religious concerns in the Middle East. (e.g. 1982 violence in Beirut, 4th anniversary of Khomeini's takeover in Iran, Afghanistan.)

CULMINATING ACTIVITIES

1. Invite a person from each faith to come to the class. Hold a panel discussion on what each one's religious backgrounds teach about the following topics:
   a) God
   b) Women
   c) Customs in church
   d) Worship ceremonies
   e) Death
   f) Important observances
   g) Prayer

2. Attend a worship service of a local church. Look for basic teachings of the church during the service.

3. Do role playing. Divide the class into three teams and assign each team to write a skit re-enacting one of the following holidays:
   a) Christian - Christmas
   b) Jew - Hanukkah
   c) Moslem - Ramadam

   Try to use as much knowledge as you can about the purpose of the festival and why the festival is important today, just as it was centuries ago.

4. In music listen to some of Bach's, Beethoven's and Handel's music. Discuss how their music was influenced by religion. Do you know of any modern musical selections that have been influenced by religion? (e.g.,Gospel, "Jesus Christ Superstar," etc.)
   Learn some songs related to the countries of the Middle East. Below is a list of songs that are found in sixth grade textbooks:
   a) "He, Watching Over Israel"
   b) "Hora"
   c) "Tzena"
   d) "Debka Hora"
   e) "Shalom Chaverim"
   f) "Zum Gali Gali"
   g) "Go Down Moses"

h) "Who Can Retell"
i) "O Hanukkah"
j) "Praise Our Creator"
k) "Song of Comrades"
l) "Taffta Hindi"

5. In Physical Education class, play the game with dreydls that they made themselves. Learn the dance "Hora."

6. Invite a resource person to class that will teach a lesson in calligraphy. Have the students write a passage from the Koran in calligraphy. Then let them write a short poem of their own in calligraphy.

7. Study the art of the Moslems and their influence in the designs of the mosques and the influence of the Moors in Spanish architecture. Can you find any examples today that would show some of these influences?

8. Study the art and design of the Moslem prayer rug. On a rectangular block of unbleached muslin cloth have the students to design a prayer rug. Discuss the origin of muslin cloth and how it is used today. Share the designs with other students in the school. If you were a Moslem be able to explain the importance of prayer and the prayer rug to the Moslem.

9. Share an article from National Geographic November, 1978 on "Pilgrimage to Mecca." Follow the story of the Moslems' pilgrimage to Mecca. What is it that drives these people to go on the pilgrimage? How do they get there? What customs of dress must they follow? How is the shrine in Mecca associated to the story of Abraham in the Christian Bible? If you were one of the Moslems in the crowd in the picture, what thoughts would be going through your mind?

10. Study the "Dome of the Rock" in Jerusalem, its history, and its architecture. Be able to justify the reasons why it is significant to the three religions in the Middle East today.

11. Use the biographies the students wrote to debate as to which biography was the best. (Select three of the best after they have been read in class. Choose a team for and against for each of the biographies and see which team can hold the best debate.)

12. From the study of Moses, Mohammed and Jesus, draw a portrait of each founder. (Do some research and find out why no paintings of Mohammed are really found.)

EVALUATION ACTIVITIES

1. Use the booklet that they made during the unit to help evaluate their study and understanding of the Middle East religions.

2. After a discussion of the Torah, have the students make a class set of rules (laws) to live by in the classroom. Obtain some parchment paper and have the whole class do some writing of these laws. From this activity one can discuss how the early books were printed and how long it took to write a book before the printing press.

3. Use the biographies that were written to help evaluate their understanding of the religion and its founders.

4. Hold a panel interview for each student. The interviewer will ask oral questions about the history of these three important religions and how they are important in the lives of the followers today.

5. Take into consideration the modern technology in science that a new planet will be inhabited by people from each. What would be taken to this new planet as a form of religion? Why would religion be a part of the settling of this planet? What guide lines would you establish on this new planet concerning religious practices and beliefs. Create your own book of religion to be taken to this new civilization. What important doctrines, festivals, ceremonies, forms of worship could you put in this book?

6. Use an identification test as an evaluation tool.

The Living Curriculum

Newspapers in the Classroom

Eilene I. Guthrie

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Introduction

That great humorist, Will Rogers, used to tell his audiences, "All I know is what I read in the newspapers."

Will Rogers would be surprised today to see just how much one can learn from the newspaper. The modern newspaper carries a vast array of news and information from around the world. It is packed with features and columns, opinions and think pieces, photographs and artwork, and stories for all types of readers.

The newspaper deals with what is happening in the world outside the classroom. It provides information students can use in their daily lives. For example, it tells students where to find jobs and where to buy a used car. It gives them tips on cooking and fashions; it tells them about sports and recreation opportunities.

The newspaper has something to contribute to almost all areas of the curriculum. It contains information relevant to students of all ages and ability levels. It is especially useful in strengthening skills in the language arts and social studies. The variety of topics a newspaper covers makes it possible to individualize learning assignments.

Being familiar with the news enables students to engage in adult conversations, thereby opening up communication between them and their parents. The newspaper is frequently the only reading material that parents discuss with their children.

The appeal of a newspaper can motivate many students to read who do not respond to traditional instructional materials. It gets them started reading about subjects in which they are interested. Even so called non readers sometimes turn out to be readers when they find material that interests them.

It is important that students understand the vital role the free press plays in our democratic society, the school should help students become intelligent readers of newspapers by teaching them how to interpret newspaper content critically.

Newspapers are a readily accessible and economical resource for teaching. Some publishers provide free copies to schools; others offer copies at special rates.

Textbooks can be dated as yesterday. The information is often two years old by the time textbooks are published. And once adopted by a school system, they are used for a period of years, thus becoming even more outdated. For many areas of the curriculum teachers need more up-to-date materials. The newspaper, which is written anew each day, offers a living curriculum. It only remains to be used.

This unit is designed for use with intermediate grades 7-9 covering an entire semester. This unit can be used in all areas of the curriculum

Objectives

At the conclusion of this unit students should be able to:

1. Familiarize students with the terminology used by people in the newspaper industry.
2. Analyze the format and structure of a newspaper.
3. Compare styles of writing in different sections of a newspaper.
4. Identify and understand the five W's and the H in a news story.
5. Demonstrate an understanding of newspaper writing styles through written activities.
6. Compare designs of several newspapers to see how each strives to meet the needs of its readers'.
7. Compare the newspaper to other reporting media and other forms of creative expression.
8. Evaluate the function of a newspaper as a major communication vehicle in a community.
9. Observe the everyday work conditions of a real newspaper.
10. Investigate the newspaper as a mirror or a window in a free society.
11. Analyze the impact of newspapers on opinions and attitudes.
12. Develop an overview of the role of the newspaper in modern democratic society.
13. Differentiate the kinds of information that can be found in different sections of the newspaper.
14. Create and design a new and original newspaper.

Introductory Activities

1. Provide students copies of newspapers to review either individually or in small groups.

2. Locate the definitions of the terminology used by people in the newspaper industry.

3. List the sections of the newspaper and the beginning page of each section.

4. Outline the newspaper contents using the categories listed in the newspaper's index as the main headings.

5. Identify any articles that do not seem to fall within any of the indexed categories.

6. Discuss the use of different type faces or sizes of type to call attention to section heads or headlines.

7. Read a news story to the class. Write a headline for it. Have students share their headlines, then compare them with the "real" headline.

8. Develop a notebook divided into sections identified by each of the following terms: headline, byline, dateline, credit line. Examples of each term should be found in newspaper, labeled and placed in the proper section. Examples of datelines from as many wire services and news syndicates as possible should be included. The wire service or syndicate should be identified next to the example.

9. Locate news stories on a controversial topic and underline examples of facts and opinions.

10. Select news stories and determine the five W's and H.

11. Select a news story from the front page and one from an inside page and determine why the stories were placed where they were, why the stories were given much or little space and why or why not pictures were or were not included.

12. Analyze a news story in terms of news sources. List all first hand information, all second hand information and evaluate the reliability and qualifications of all second hand sources.

13. Locate articles written in the news story style and format the occur in sections other than general news.

Developmental Activities

English

General Activities

1. Find words in the newspaper that the students' great grandparents would not know, such as waterbed, microwave, steel-belted radials, etc.

2. Analyze the TV schedule from the newspaper. Categorize programs under various headings: news, documentaries, family, police/detective, westerns, comedies, children's programs, war, sports, talk shows, soap operas, movies, etc. (Some programs may be listed in more than one category). Decide which categories receive the most TV time.

3. Prepare a report giving prices and descriptions of this year's automobiles based on information you find in the newspaper.

4. Write a short story about a news article. Do not change the facts in the story, but you may add descriptions of characters and setting and dialogue.

5. Collect articles and ads from the newspaper about a particular occupation. Write a short paper about the education and training required, salary, and advantages and disadvantages of the job. Report to the class.

6. List the 10 values you consider most important. Clip stories from the newspaper for one week that illustrate these values. The class can then compare lists to see how values are reflected in human events.

7. Identify one or more ethnic groups. Find articles and ads in the newspaper showing contributions those groups have made to American culture-foods, clothing, music, language. Write a report on these contributions.

8. Write a book review or movie review for the newspaper.

9. What clues would the entertainment section of the newspaper give to someone from another planet who did not know anything about earth people? Justify your answers using the newspaper.

Advertising Activities

1. Write a classified ad for something that would be difficult to sell, such as a piano with no black keys, a book without a cover, or a pair of blue jeans with three legs.

2. Write a classified ad for your million-dollar dream home.

3. Write a letter applying for a job listed in the paper. Role play the interview for the job, with another student serving as the personnel manager.

4. Clip and paste in your newspaper notebook at least one ad based on each of these basic appeals: adventure, ambition, appearance, economy, health, luxury, safety, sex and vanity.

5. Study newspaper advertisements to find examples of exaggerations, misleading statements, or unsupported claims. Look for these propaganda techniques:
   a. Band wagon. Everybody's in favor of it; join the crowd.
   b. Plain folks. The users of this product are simple, down to earth people like you and me.
   c. Card stacking. Distorting or omitting facts, telling half-truths.
   d. Name-calling. Stereotyping ideas or people with a bad label.
   e. Glittering generalities. Using "good" labels, such as democratic, patriotic, amazing, beautiful, and exciting, that are unsupported by facts.
   f. Testimonial. Seeking support for an idea or product by having it endorsed by a famous person, such as a sports figure or movie or TV star.

g. Snob appeal. Only the richest, most important, or most discerning people like this idea or product.
h. Transfer. Associating a respected person or idea with whatever is being promoted, such as picturing a well-known athlete in a breakfast cereal advertisement.

6. Clip and paste in your newspaper notebook examples of ads directed to persons of various ages, income levels, and ethnic groups. Explain your choices by referring to price, language, type of appeal, and propaganda techniques.

7. Select what you consider to be effective and ineffective ads and compare them with regard to size, visual appeal, language, good taste, and persuasiveness. Rewrite objectionable or ineffective ads.

8. As a group assignment, write an advertising code for acceptable and unacceptable advertising.

9. Individuals or small groups invent a product and plan an advertising campaign for that product, writing and designing ads for newspaper, radio, television, and billboard. Share ads with the class. Then vote on who invented the best product and who created the best advertising campaign.

News Story Activities

1. Clip and past in your newspaper notebook three articles each day and list the who, what, when, where, why, and how for each article. Articles should be taken from different sections of the newspaper.

2. Pick three interesting pictures from the day's newspaper. Relate them in some way and write a story or a tall tale. Show your three pictures to the class and read your story or tall tale.

3. Write headlines for historic events. See if the class can guess the event from your headline.

4. Find five examples of interesting headlines. Find five examples of misleading headlines.

5. Select one story from each of the following sections of the newspaper: general news, business, entertainment, sports, and family or women's news. Write the main idea of each story in one sentence. Explain how the story pertains to you.

6. Write new headlines for all stories on the front page. Write new leads for three of these stories.

7. Write your own obituary for the newspaper based on what you think the events of your future life might be.

8. Write a news story about something that is happening or has happened in one of your classes.

Feature Story Activities

1. Examine feature stories to find words that convey values or emotions.

2. Write a feature story about a classmate, a school event, or a current event.

3. Write letters to Ann Landers and exchange them with classmates. Answer the letters in the Ann Landers' style.

Editorial Writing Activities

1. Compare a news story and an editorial on the same subject. Consider sentence structure, fact vs. opinion, and tone of the article.

2. Find examples of editorializing (bias) in news stories.

3. Collect editorials for one week or longer. Underline facts in red and opinions in blue.

4. Read an editorial and then write a response stating why it did or did not change your opinion.

5. Choose a news story and write an editorial based on it.

6. Write an editorial utilizing some of the propaganda techniques described in the Advertising section.

7. Study the editorials and columnists on the editorial page and determine whether there is a balance of opinion. List topics discussed and identify which editorials are pro and which are con.

8. Look over the stories on the front page of the newspaper. Guess which topic the editorial cartoon will be about. Turn to the editorial page to see if you are correct. Do this for one week and see if your guess-work improves.

9. Make an editorial cartoon about a story on the front page.

Interpretative News Story Activities

1. Find an in-depth news story involving different viewpoints. The story may be local or national. Explain who holds each viewpoint and possible reasons for each opinion.

2. Evaluate an in-depth news story as to balance of opinion. Are all sides presented? Who else should have been interviewed for the story?

3. Find news stories that longer, more thorough stories could be written about. Expand one of the stories by interviewing other persons and getting other information and opinions.

The English teacher may find useful activities in the other subject areas that follow, since all of these activities help to develop language skills.

History-Government

1. Individual or class files can be compiled by clipping newspaper articles on subjects such as crime, pollution, unemployment, energy sources, Cabinet members, etc. These clippings can be used for oral and written reports, panel discussions, and debates.

2. Choose a current event to follow in the newspaper over a period of four to six weeks. Write a paragraph each week summarizing the important actions connected with the current event. At the end of the project, report major happenings to the class and discuss the causes of the problem, who is right and wrong, and possible solutions.

3. Find newspaper stories that discuss the duties of citizens, such as voting, paying taxes, observing traffic laws. Find other examples of things that signify a good citizen, such as volunteer work, charitable contributions, and membership in service organizations.

4. Clip articles from the newspaper about local or city officials. Write one or two sentences explaining the job of each official.

5. Find newspaper articles that give examples of services provided by the government. Determine which of these are performed by city, county, state, or federal governments.

6. Choose the five most important problems discussed in the day's paper. Propose a solution for at least one of them.

7. For a group activity pick newspaper articles and photos to be put into a time capsule that will be opened in the year 2,980. The representative view of current times.

8. Stump the Expert. This game is played by the class asking one student (the "expert") questions from the day's newspaper. The student remains the expert until he or she is stumped by a question. Then the student who asked that question becomes the expert.

9. For one week clip newspaper articles that involve the President. Summarize and evaluate his actions and statements. Then choose a

student to role play the President during a news conference. Other students can be the reporters who ask the questions.

10. Find newspaper articles on an issue before Congress. Decide which way you would like Congress to vote. Write an editorial or a letter to your representative or senator in support of your decision.

11. Make a list of freedoms guaranteed by the U.S. Constitution. Find newspaper stories relating to these freedoms. Find newspaper stories that show which of these Constitutional freedoms are lacking in foreign countries.

12. Make a newspaper notebook on world leaders. Choose the best leader and the worst, and explain your choices.

13. Clip quotations by world leaders from the newspaper for a period of several weeks. Then choose those quotations that might become famous and tell why you chose them.

14. Find all the stories that might be censored in the newspaper if this country had a dictator instead of elected officials. Which stories would be left out or censored, and why?

15. Assign students to represent a country in a classroom United Nations. Have students do research on their country from the newspaper and prepare a written report on its policies. The class (the General Assembly) can then debate a current topic and vote on resolutions presented.

Art Activities

1. Clip items from the newspaper to make attractive posters, collages, or mobiles.

2. Collect examples of different style of newspaper type and paste them in your notebook. Practice lettering in the different styles.

3. Design a new style of type.

4. Design a trademark for a product and the packaging for the product.

5. Copy newspaper pictures of fashions, automobiles, animals, people, etc.

6. Design illustrated ads.

7. Draw original cartoons and comic strips.

Home Economics Activities

1. Find examples of newspaper ads offering a variety of services for the home. How many different services are available?

2. Write 10 "Help Wanted" ads for home and classroom chores. Attempt to make undesirable duties sound interesting and enjoyable.

3. Clip and paste pictures and articles about clothing. Report on current fashions. Predict fashions for next year.

4. Clip articles on teenage friendships. Write a brief summary and reaction to the information. Report to the class.

5. Collect examples of different types of recipes from the newspaper. Write a brief evaluation of the ones you try. Rate them with one to four stars.

6. Clip newspaper articles on problems of raising children. Discuss solutions to problems. Use this information to write a page of tips for babysitters.

7. Give students a shopping list with instructions to find each item in a grocery ad. Have students list each item, the price, and the store at which it is available. See who can "buy" all of the items from the newspaper for the least amount of money.

8. Clip furniture ads to furnish a six-room house. Figure the cost of furniture for each room and the total cost of furnishing the house. Draw a floor plan for each room of the house. Show how you would arrange the furniture. (Alternative: The teacher may specify an amount per room and have students try to stay within the limit.)

9. Use newspaper ads to figure the cost of carpeting each room or putting linoleum or tile in each room.

10. Clip and paste articles on foods and nutrition. Alongside each one, write a summary in a few sentences.

11. Clip and paste a recipe from the newspaper that you would like to make. Using food ads, determine how much it would cost you to buy the ingredients to prepare the recipe.

12. Find a restaurant ad that contains a dinner menu including prices. Using food ads, figure the amount that you would pay if you bought the ingredients and prepared the dinner yourself.

13. Plan a nutritious weekly menu using newspaper recipes and ads. Determine the cost.

14. Make a month's budget for a married couple who have just graduated from high school and are both working. Use classified job ads to determine their probable income. Then budget for food, housing, utility bills, clothing, entertainment, miscellaneous, and savings.

Science

1. Students can keep newspaper notebooks on topics such as new drugs and antibiotics, earthquakes, tornadoes, the oceans and seas, deserts, glaciers, rocks and minerals, fossils, erosion, soil, water, crops, forests, wildlife, etc. Add to this information with library research. Make oral and written reports to the class.

2. Using newspaper clippings, make a bulletin board on "Who's Who in Science."

3. Clip stories or ads for products that were unknown 25 years ago. Advanced students can identify scientific discoveries that led to the new products.

4. Study the weather forecasts in the newspaper for one week. Then write your own forecast for the following week based on the data in the forecasts.

5. Using your newspaper, develop a vocabulary list of technical terms on space flight.

6. Clip newspaper articles on pollution and determine causes, effects, and possible solutions.

7. Find articles on existing energy sources and possible future sources. Make an oral or written report on this information.

Mathematics Activities

1. Find as many symbols, abbreviations, numerals, and words relating to mathematics as you can find in the first five pages of the day's newspaper.

2. Give students a budget and let them do Christmas shopping for an imaginary family by clipping newspaper ads. Tell them how many people are in the family.

3. The teacher furnishes a list of 10 or 20 commodities, such as a dozen eggs, a pound of bacon, a loaf of bread, etc. Students compare prices from different store ads to see where they can get the best price on each item. The object of the activity is to see who can buy everything on the list but spend the least amount of money. It helps to set up a chart for this purpose, using the headings Item, Price at Store No. 1,

Price at Store No. 2, Price at Store No. 3, etc. Circle the lowest price for each item on the chart. Then find the total cost of all these "bargains." Also total the vertical columns to get the total price you would pay if you bought all of the items at Store No. 1, all at Store No. 2, or all at Store No. 3. Figure the percent of savings at the store with the lowest prices.

4. Clip newspaper coupons for free items or discounts on products. Total your savings. Who can save the most?

5. Identify the most expensive and the least expensive automobiles advertised in the day's newspaper.

6. Figure the cost of transportation, housing accommodations, food, and entertainment for various vacation spots based on ads in the newspaper.

7. Figure the hours of daylight over a period of time by using the times of sunrise and sunset. Make a graph to show the daily changes.

8. Find 15 classified ads for homes for sale in a certain area of town. Clip and paste these in your newspaper notebook. Figure the average cost of a home in that area.

9. Clip and paste classified ads for 15 apartments for rent in a certain area. What is the average rent?

10. Find the average salary in a particular job category advertised in the classified section.

11. Identify a job in the want ads that lists the salary. Figure the take-home pay after the following items are taken out: 6% for social security, 20% for income tax, $15 monthly for hospitalization, and 10% for a savings plan.

12. a) Divide a page of your notebook into four sections labeled Eighth Grade, Twelfth Grade, Junior College, College. b) Find a classified ad showing the best-paying job you think you could get with each amount of education. Paste the four ads in the appropriate sections.
c) Consider the salary you found in the four ads and find classified ads for an apartment you think you could afford to rent at the four salary levels. Paste these ads under the appropriate sections. d) Find an ad for the best car you could afford at the four salary levels. Paste these ads under the appropriate sections.

13. Pretend you have $100,000 in the stock market in at least five different stocks. Follow your daily gains and losses.

14. What percent of the newspaper is make up of classified ads? Sports? Comics?

15. Find the percent of marriages that end in divorce, based on weekly averages. Create graphs showing the number of marriages and divorces per day or week.

16. What percent of babies born each week are boys, according to the local newspaper?

17. Figure the cost of advertised items bought on the installment plan. Remember to include your state sales tax. How much interest will be added to the original price?

18. Compare interest rates shown in newspaper ads for banks and for savings and loan associations. Consider how often the interest is compounded. Decide where you would deposit your money to get the best return on your investment.

19. Have groups of four to six students plan a business venture. Determine what the business will be and prepare the first year's budget, using your newspaper to find costs for real estate, supplies, equipment, salaries, advertising, taxes. Estimate the yearly profit.

Questions

1. Why do we have newspapers?

2. What role do they play in a democratic society?

3. How can we define news?

4. What different kind of "news" are there? (newspaper organization and layout)

5. What topics have students seen in newspapers that do not fit the definition "current events"?

6. What is a headline and what is its purpose?

7. Why do different headlines have different size type?

8. Where are the most important news stories placed on the front page?

9. How is an article different from a news feature?

10. What is the classified section?

11. What are the five W's and the H a news story should include?

12. Why do we write letters that will be published in the newspaper?

13. What can be accomplished by writing a letter to the editor?

14. What are the similarities and differences between an editorial and a letter to the editor?

15. What is the difference between a fact and an opinion?

16. How can the classifieds be important to you as a student? Brainstorm several ideas.

17. What benefits does the newspaper reader get from reading display ads?

18. Why does a business spend hundreds of dollars on advertising in a newspaper each year?

19. Why are comic strips included in the newspaper?

20. What specific areas are examined in the entertainment section of a paper?

21. Who reads the weather section of the newspaper?

22. Why do people show interest in the weather section?

23. Why do newspapers have a sports section?

24. Why is the newspaper used in the classroom?

25. How can the newspaper help students with their different areas of study?

26. How is a newspaper a mirror in a free society?

27. What are some forms of creative expression? Examples are: poetry, novels, films, videos, musical arrangements, computer programs, speeches, sculptures, and paintings.

28. How is a newspaper like/unlike these other forms of expression?

29. Is a newspaper able to be completely free and creative?

30. What guidelines might apply to newspapers that do not apply to other forms of creative expression?

31. As a media for reaching a large number of people, how does the newspaper compare to other forms of creative expression?

32. How does a newspaper use literary devices like metaphor, simile, alliteration, or onomatopoeia?

MINI-NEWSPAPER

Research Project:

Produce a mini-newspaper based on a book of fiction.

Objectives:

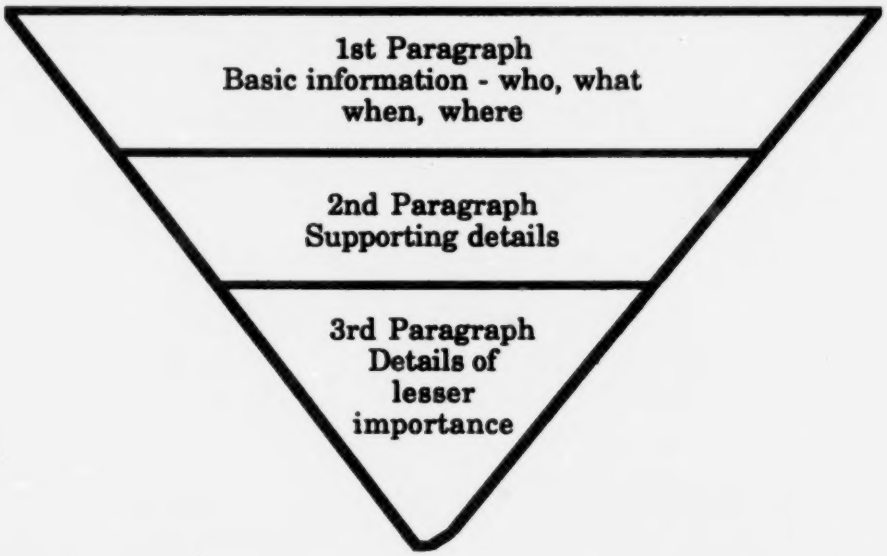
To become acquainted with the parts of a newspaper; to interpret a book of fiction in original ways; to use specific research skills in a functional situation.

Materials Needed

1. **Favorite book of fiction**
2. **Six newspaper research cards**
3. **Selected research sources**

Procedure:

Read the information and follow directions and examples on the research cards to produce your own newspaper. Follow this structure of feature articles:



Structure: Basic News Article

On The Home Front

Home Learning Activities

1. **Make a collection of several articles that report on accidents. For each articles, discuss what you think could have been done to prevent this accident.**
   Develop a campaign with the theme "An ounce of prevention is worth a pound of cure." Make several posters, advertisements, buttons, book covers or bumper stickers that will help prevent accidents.

2. **Humor can take many forms. Find examples of this by collecting different forms of humor in the newspaper (e.g., comics, political cartoons, humorous columns, and photos). Make a display of these examples and explain why each one is humorous.**

3. **You are planning an outing for your class. Using the advertisements for food, make a shopping list and calculate the total cost.**

4. **Collect five editorial cartoons. Mount each on a piece of paper and explain the cartoonist's message. Explain how the caption and the picture work together to give the reader information of this issue.**

5. **Choose your favorite sport and make a collage of this sport. Include pictures and words. Design it to communicate an idea or feeling as well as to be pleasing to look at.**

6. **Locate the movie section and look at several advertisements for movies. Identify what things you can find out about a movie before you attend the movie. Write a brief description of a movie that you have seen recently and create a poster or advertisement. Choose a book that you have read that you think would make a good movie. Create an advertisement for a movie that could be made from he book.**

7. **Find out about these people and their contributions to the development of newspapers.**

Julius Caesar	Johann Gutenberg
James Gordon Bennett	Horace Greeley
Joseph Pulitzer	William Randolph Hearst
Col. Robert McCormick	Joseph Medill Patterson

Culminating Activities

1. Research the life of a famous person and write an obituary for this person.

2. Create a cartoon strip that shows something funny that could happen in your school.

3. Read the help wanted ads in the classified section of the newspaper. List several different jobs that you would be interested in. What special training, education or skills would you need for this job?

4. Write a help wanted advertisement for a job that could exist in the future that does not exist now.

5. Find out where business articles usually originate. Explain AP, VPI, and press release. Find out when a newspaper publisher would use AP, VPI, or press releases for business news. List the advantages of each. Find examples of articles from each source.

6. Present a panel discussion that addresses one of these questions:
   -What things would be different if newspaper had never existed?
   -What are the effects of yellow journalism?
   -What changes are in store for newspapers in the future?
   -What is the relationship between newspapers and freedom?
   -What is the relationship between newspapers and politics?
   -Because newspapers are important for the functioning of our political system and economy, they should be subsidized by the government.
   -A topic of your choice

7. Organize a debate on one of these topics:
   -Reporters should have the right to withhold confidential sources of information.
   -Newspapers should have complete freedom of speech.
   -Newspapers should only accept advertisements that are fair and truthful.

8. Plan a trip to the local newspaper or have a guest speaker from the newspaper visit your classroom. Ask students to prepare questions that they would like to have answered prior to the trip or presentation.

Evaluation

1. Create future headlines and write paragraphs using who, what, where, when, and why.

2. Choose a futuristic headline that you wrote in activity one. Write your own advance story about this futuristic event. The topic of your article should be of interest to a large number of people and should include your reasons for supporting this prediction. Remember to include: Who was involved - What happened - When it happened - Where it happened - How it happened - Why it happened.

3. Compose an original editorial. Choose an important problem in your community or state. State your stand on this problem and your reasons for feeling this way. Send your editorial to a local newspaper. Before beginning your editorial, search for all pertinent and related information and poll other students, parents, and members of the community to obtain opinions relative to the issue.

4. Choose one of the following themes and complete a written essay.
   1. School Newspapers: An Endangered Species
   2. Newspapers: A Major Vehicle of Communication
   3. Newspapers: A Creative Media

5. Produce an original newspaper over a period of two weeks. Conduct interviews and write articles for your paper. The final product should be a newspaper that reflects the needs of a specific group of people and includes several of the components of an actual newspaper (e.g., feature articles of local, national news, editorials, sport news, comics, classified, etc.).

Tips for Teaching with Newspapers

The first step in planning your program is to contact your local paper. Some will provide current, or day old newspapers free. Others will provide current editions at special, reduced educational rates.

The liaison you establish with your newspaper should serve to be much more than just a means of securing newspapers. If well established and carefully maintained, this relationship will yield tremendous benefits in terms of classroom visits by editors and writers. Field trips to editorial offices or printing plants are other outgrowths of the newspaper program.

"Where does the newspaper fit into my curriculum?" is another question that needs to be answered at the start.

The answer is, "Just about anywhere."

For a start, experiment with the newspaper in areas where your present material resources are limited or where there is a special need for a change of pace. Once started, your use of the newspaper will take off on its own.

Encourage your students to read the newspaper regularly. This will improve

their general reading and vocabulary skills as well as provide a great deal of background information which will help them in their studies.

Employ specific articles as the basis for "discovery learning."

Maintain a file of articles which are related to specific topics to be covered in class. Prior to introducing the new topic, ask students to read a pertinent article from the file. Then use a class discussion of the article as an introduction to traditional instruction or as the starting point for individual "discovery learning" in which the students determine the background, how, why and significance of the article's contents.

Employ specific articles as reinforcement of new knowledge and even as an alternate approach for reaching students who are not learning from standard test and methods. Again, keep an appropriate file of articles. After the topic has been presented and discussed, provide the students with an article which illustrates the topic. This additional exposure often explains the topic in a simpler language and makes the topic clearer for students.

Utilize the newspaper as the basis for activities designed to meet specific instructional objectives.

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The Lost Colony

Jan Miller

The Lost Colony

Jan Miller

A. INTRODUCTION

The people who comprised the "Lost Colony" were obviously adventurous, ready and willing to seek new frontiers. Similarly, gifted students will, in their lifetime, be expected to cross new frontiers, to take chances, and to be risk-takers. By analyzing the experiences of the "Lost Colony", students will be exposed to some do's and don'ts of risk-taking, including the challenges and possibilities. By analyzing the various theories why these people became "lost" and what historians feel might have been done differently, gifted students will learn coping skills that will keep them from becoming "lost" when they cross new frontiers in adulthood.

This unit is designed for use with 4th and 5th grade classes covering a period of 2 to 4 weeks and is related to their study of the history of North Carolina and the United States.

B. OBJECTIVES

At the conclusion of this unit students should be able to:

1. Understand the contributions of Sir Walter Raleigh, Queen Elizabeth, John White and others in the English colonization of America.
2. Differentiate between the Indians regard for the land and the English colonists regard for the land. e.g.,, Indians respected nature and thought they were to use much as it was; whereas the white man changed it.
3. Recreate the Roanoke Voyages, e.g., mapping out the routes.
4. Understand the significance of these voyages.
5. Appraise our country's cultural heritage in terms of English and Indian contributions.
6. Compare qualities uniquely characteristic to colonizers, i.e. historical and future colonists.
7. Survey North Carolina to find several possible places to establish a permanent settlement.
8. Offer solutions to the mysterious disappearance of the Lost Colony.
9. Predict how history might have been changed if John White had not been delayed on his return voyage.

10. Identify significant events in the colonization of North America.

C. ACTIVITIES

1. INTRODUCTORY ACTIVITIES

a. Involve students in sharing personal experiences when they have been lost. Have them share their feelings.

b. Identify short stories or books of people becoming lost, e.g., Trapped in the Deep, Robinson Crusoe, for additional titles see Materials section.

c. Write mystery stories about being lost.

d. After summarizing various theories about the fate of the Lost Colony ask students about their theory. This will also be a culminating activity. We will compare their "pre-theory" to their "post-theory".

e. Show a video of the outdoor drama "The Lost Colony".

f. List personality traits of early colonists. List personality traits of astronauts. What traits do they have in common?

g. Compare the Lost Colony with other mysterious disappearances - Atlantis, Bermuda Triangle, stories of people lost at sea.

h. You are going to spend one week in the wilderness. What will you take?

i. Engage your students in Teamwork Activities, e.g., Stand in a close knit circle, one person in the middle - The person in the middle falls back and is caught by teammates. Also The Human Knot Game.

j. If you had the unhappy experience of getting lost would you prefer to be missing at sea or on land? Why?

k. Involve students in listing at least 10 most important characteristics of an explorer, e.g., courage, risk-taking, vision.

l. Ask students to honestly rate themselves on these characteristics. See Appendix A.

2. QUESTIONS FOR DISCUSSION

a. If you were in England in the late 1500's, would you have accepted an invitation to travel to America?

b. What are some better areas of North Carolina to have started a permanent colony?

c. How might history have been changed if Governor John White had returned to Roanoke Island in six months instead of the three years it took him to return? What delayed him?

d. Why did Manteo continue to be a friend to the colonist, while Wanchese turned against them?

e. What if Queen Elizabeth had been a king?

f. What if the first child born in the New World had been a boy instead of a girl?

g. Following the analysis of the Lost Colony theories, which one do you support and why?

h. How might colonization be different if White Man had viewed the land as the Indians?

i. What should people who explore space learn from our past colonizing?

j. How can the ocean be explored/colonized without changing its balance?

k. If the Indians had not developed the crop tobacco, how would North Carolina industry be affected?

l. If you were an observing animal in the 1580's would you side with the English, the Indians, or somebody or something else?

m. Do you think the Indians would have become "civilized" (according to an Englishman's definition) if left to themselves?

3. DEVELOPMENTAL ACTIVITIES

a. Research the following: Sir Walter Raleigh, Queen Elizabeth I, John White, Manteo, Wanchese, Richard Grenville, Sir Humphrey Gilbert, Captain Phillip Amadas, Captain Arthur Barlowe, Sir Francis Drake, and Virginia Dare. Clarify their part in the Roanoke Voyages.

b. Following your research of the Lumbee Indians as possible descendants of the Lost Colony, describe your feelings about this theory.

c. Describe how you would feel if you were one of the first colonists, seen after two months at sea.

d. Make a diorama or model of the Roanoke settlement.

e. Organize an Indian pow-wow concerning the problems of the English intruders.

f. Dramatize the first meeting between the English and the Indians.

g. Paint a mural of colony life.

h. You be the judge ... were the English right in colonizing the New World? Why?

i. Evaluate the newcomer's dealings with the Indians from the first English colony through today.

j. Develop a specific plan to increase your leadership qualities, e.g., courage, risk-taking. This will be repeated in the culminating activities.

k. Organize and conduct an interview with Queen Elizabeth. Record it on a cassette tape recorder.

l. Read the legend of Virginia Dare "The White Doe". Recreate it into a play for your classmates.

m. Whereas; William Shakespeare and Sir Walter Raleigh were contemporaries write a brief account of the Lost Colony as you think Shakespeare would have written it.

n. Roleplay a likely meeting between White Man and Indians in which Indians introduced the White Man to potatoes, tobacco, and corn, while the White Man introduces the Indians to small pox and disease.

3. DEVELOPMENTAL ACTIVITIES (continued)

o. Explain the difference between Elizabethan English and Modern English.

p. Find poems, stories, songs, etc. written in old English form of writing. Compare them to present day English.

q. Decide whether 20th century English usage and spelling is better than 16th century usage and spelling. Why?

r. Find out about the types of foods eaten during the late 1500's. Fix a meal that might have been served during that time.

s. Compose a catchy 1587 headline with a news story about the finding of the world "CROATOAN".

t. Appraise our country's cultural heritage in terms of English contributions.

u. Make a crossword puzzle pertinent to our study.

v. Create a comic book telling about the daily lives of the colonists.

w. Choose a tune that you know. Write the words for a song about the Lost Colony to the tune you chose.

x. From what you have learned, foretell the outcome of no English colonization until the 1700's.

y. Systemize in a chart the different Indian tribes in Eastern North Carolina and Virginia in the 16th century.

4. INDEPENDENT STUDY

a. John White was a cartographer, you are his assistant. Chart the course tracing the routes of the three Roanoke Voyages.

b. You are an explorer, where would you colonize today?

c. Contrast the life of an Indian of the 1500's and the life of an Indian today.

d. From an Indian's point of view how did you feel about the colonization?

e. Research the first, second, and third Roanoke Voyages and draw a map tracing their routes.

f. Develop a plan for providing and rationing food for a two and one-half month voyage from England to North Carolina.

g. As a 16th century proprietor, plan your development of a new colony in America.

h. Design a travel poster and create an ad enticing 16th century English folks to relocate to America.

i. You are a sailing vessel that is taking part in the Roanoke Voyages. Do the activities in Appendix B.

j. You are the tree with CROATOAN carved upon you. Do the activities in Appendix C.

5. HOMELEARNING ACTIVITIES

a. Dress a doll in costume of this era, e.g., Queen Elizabeth presiding at court, Sir Walter Raleigh being received by her.

b. Watch the news for any reports of colonization today.

c. Record a time line beginning in 1524 through 1607 listing significant events in the colonization of North America.

d. Choose a character from this time period, e.g., Queen Elizabeth, John White, Manteo. Keep a journal of your activities.

e. Plan a summer trip to the North Carolina Outer Banks and attend the outdoor drama "The Lost Colony."

6. CULMINATING ACTIVITIES

a. Invent a game called "The Lost Colony", e.g., a trivia type game.

b. Students will again evaluate their Explorer Characteristics. See Appendix A.

c. Students will prepare a paper in which they select the theory with which they most agree about the disappearance of the Lost Colony. Submit to be judged as an evaluation activity.

d. Interpret the Lost Colony into the form of a play. Present the play to the community.

7. EVALUATION

a. Students will compare their pre-explorers characteristics list with their post-explorers list. Evaluate how they have changed.

b. Several history teachers will be invited to judge the validity of students final paper defending their theory about the Lost Colony.

C. MATERIALS

1. Filmstrips:

a. Exploring the Unexplained. United Learning, 1974.
b. Adventures in Reading. "Treasure Island" Society for Visual

Education, 1980.
c. The Outer Banks. Lyceum Production, 1975.
d. Our North Carolina. Beckley Films, 1977.
e. Lost Civilization. Society for Visual Education, 1979.

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F. APPENDIXES

1. APPENDIX A

Explorer Characteristics Rating Chart

1. I have strong convictions about things.
2. I am usually satisfied with the decision I make.
3. I like to be in charge of events.
4. I can see what materials are needed to complete a project.
5. I am able to see the sequence of steps necessary to complete a project.
6. I have courage to act upon my convictions.
7. I have the energy to complete projects that are of interest to me.
8. I can work and play with many types of people.
9. I am willing to try new experiences when it seems wise to do so.
10. I know when to lead, when to follow, and when to get out of the way.
11. I feel at ease asking for help or information.
12. I can be a "peacemaker" if I want to be.
13. I often lead in projects.

2. APPENDIX B

You are a sailing vessel that is taking part in the Roanoke Voyages.

1. What is your name? What is the year?
2. Describe yourself. What kind of vessel are you and what do you look like?
3. Do you like your passengers? Describe them.

4. What cargo are you carrying? How does it feel?

5. What is your worst fear?

6. What is your biggest complaint?

7. Are you looking forward to reaching your destination? Why?

8. Do you ever suffer from seasickness? How do you cope with this malady?

3. APPENDIX C

You are the tree with "CROATOAN" carved upon you.

1. Who carved this message?

2. What does it mean?

3. What did you see happening in the area while the letters were being carved?

4. What instrument cut you? How did this feel?

5. Where did everybody go?

6. Are you lonely? Why or why not?

Those Who Dared

Carole Ledford

Those Who Dared
Carole Ledford

The purpose of this unit is to show students that everyone must make decisions that, though unpopular at the time, are better for all concerned in the long run. This unit is designed to be used for a 4 week period for students in grades four through six, but could also be helpful with students on the junior high level.

It is an important unit of study because many of these risks have become major factors in changing our history. Even though all risks are not successful we can learn from our failures and use them to our benefit.

Understanding success and failure is one of life's greatest continuing challenges. Success and failure demand and give energy, and both will test and challenge. Both have the power to crush and destroy. However, both have the power to build for future happiness and achievement.

This is an especially good topic to be studied by gifted students because it helps them to develop logic and foresight in their thinking. Constantly we must make decisions and take risks. Some of these may be unpopular with others, but we must develop the courage to believe in ourselves. We must have the courage to take chances again and again. It is important to take failure in stride and keep on trying. Enjoy being challenged. As Samuel Smiles once said, "He who never made a mistake never made a discovery."

OBJECTIVES

At the conclusion of this unit students will be able to:

1. Evaluate the reasons famous people in history have made unpopular decisions. C-6
2. Analyze the logic behind the making of a particular decision made by another person. C-4
3. Compare how the social or political setting of the community or nation influenced famous risk takers. C-4
4. Recommend alternative actions which could make an unsuccessful risk a positive encounter. C-6
5. Contrast how life today would be different if these people had not dared to take risks. C-5
6. Examine the lives of famous risk takers and evaluate the obstacles they encountered. C-6
7. Identify various ways their lives are affected by the success of failure of these people. C-2

8. Identify the qualities necessary for you to build on to assure success. C-2

9. Define the following terms: ability, dependability, integrity, mass production, persistence, success, and failure. C-1

10. Establish criteria for judging success and failure. C-5

11. Invent a creation that will change history. C-5

Coded according to Bloom's Taxomony of Educational objectives

C-1 1
C-2 2
C-3 0
C-4 2
C-5 2
C-6 4

INTRODUCTORY ACTIVITIES

1. Read the story "Elizabeth Blackwell, Pioneer Doctor."
   A. Compare how her life would have been different if she would have given up becoming a doctor after being turned down for entrance into medical school twenty-nine times.
   B. Contrast the life Elizabeth would have had in England if her family had not immigrated to the United States in 1832.
   C. Write a letter to the American Medical Association to recommend Miss Blackwell be given an award for her accomplishments. In the letter list the accomplishments she made in medical history and the effect they have made on us.
   D. Complete activities on Elizabeth Blackwell.

2. Display pictures or models of the Model T automobile.
   A. Compare how the automobile of today is similar and different from the Model T.
   B. Research the life of Henry Ford. Compose a new article that was written in 1908 explaining the importance of mass production and the effect the automobile could have on life in America.
   C. Record in a diary the important events in Henry Ford's life. Be sure to include the events that could have caused him to give up and those that provided encouragement. (e.g., meeting the first steam engine, flooding the neighbor's potato patch, setting the school fence on fire, working with Thomas Edison, and the day he finished the horseless carriage)
   D. Complete activities on Henry Ford. Establish criteria for success and failure.

3. Choose a topic or situation. Develop criteria for describing success or failure as it relates to that topic.
   Sample Topic: Pizza
   A. Pizza is considered a success if:
      1. It looks good.
      2. It taste good.
      3. It is the right temperature.
      4. It is cooked properly.
   B. A pizza is considered a failure if:
      1. It looks unappetizing.
      2. It taste terrible.
      3. It is too hot or too cold.
      4. It is improperly cooked.

After this technique is mastered, then develop criteria for judgments of success and failure for other topics such as: school assignment, friends, member of a family, athletic competition, report cards, or playing a musical instrument.

DEVELOPMENT ACTIVITIES

1. A. Imagine you are a newspaper reporter interviewing William Henry Seward the day after he bought Alaska in 1867 from Russia for $7,200,000. Explain in your article why this is characterized as "Seward's Folly."
   B. Write an editorial for today's newspaper contrasting the value of Alaska in 1867 and today.

2. Research the lives of the Wright Brothers, Cyrus McCormick, Benjamin Franklin, and Johann Gutenberg. Represent the life of one of these inventors. Speak and act as if you were this inventor in a panel discussion with your friends, who act as other inventors. Contrast life before and after their inventions.

3. A. Research the life of Robert E. Lee. Record in a journal the feelings of Lee on these important events in his life:
      1. When he refused to command the Union Army and resigned his commission on April 20, 1861.
      2. The day the Confederate Army led by Lee had defeated General Joseph Hooker at Chancellorsville on May 2, 1863.
      3. The day Lee surrendered to General Grant at Appomattox Courthouse in Virginia.
   B. Construct a time line on the life of Robert E. Lee.

4. Imagine you are a pioneer living in the Appalachian Mountain region at the same time as Daniel Boone. You have decided to join the other families headed to Kentucky.
   A. Compare the life you have if you stayed in the mountains to the life you will have in Kentucky.

B. Estimate what supplies you will need to take with you on the trip.
C. After finding a map of the route taken by these earlier settlers, compare it to a map of today. What cities would you have passed through? If making the trip today, what highways would you take?

5. Diagram Custer's and the Indians' location at Little Big Horn before the fateful encounter.
   A. Evaluate Custer's alternatives.
   B. Discuss the logic behind Custer's decision to take the route he took.
   C. Debate other routes or actions which could have changed the outcome.

6. Interview several respected and successful inventors, writers, civic leaders or businessmen. Develop a questionnaire to be used in each interview. Contrast how a failure made by these respected people led to future success.

7. Research the life of Zig Ziglar and the philosophy of the book <u>See you at the Top</u>.
   A. Debate with another student why Zig Ziglar should be called the Johnny Appleseed of the twentieth century.
   B. Compare the building blocks Zig Ziglar believes are necessary for success to the qualities of other famous people. Graph the results and decide which quality or qualities are more common.
   C. Create your own recipe for becoming a successful person.
   D. Complete activities on Zig Ziglar.

8. Study the sports pages. Take one athlete and list all the failures and successes that person has within a given time period - a month for example. Predict what will happen to that person in that same time period later. Follow in the newspaper to evaluate your prediction.

EVALUATIVE ACTIVITIES

1. Read about the lives of Martin Luther King, Jr., Robert Goddard, Karl Marx, Susan B. Anthony, Jonas Salk, Walt Disney, Eleanor Roosevelt, and Thomas Paine. Describe the vision each had and note whether it did indeed change the world for better or for worse.

2. Survey to find the 10 most important inventions in history. Prepare a graph to show results. Write an editorial to support or oppose the results and explain why these were chosen.

3. Read the article "You can Rise to the Challenge"
   Compose a letter to Robert Allen. In the letter explain how his five steps have or have not been used by successful people. Cite specific examples.

4. Create a filmstrip about the important events that led to the success of a sport's legend. Write and record the narrative to be used with the filmstrip.

5. Write the Last Will and Testament for one of our Presidents.

6. Research the lives of famous inventors to complete the worksheet "Inventive Riddles".

7. Match famous inventors with their invention on the worksheet "Getting Up in the World with Inventions."

8. Descriptive names or phrases that become a part of one's name are epithets. Create epithets for several famous inventors.

9. Imagine a space draft from another planet has arrived on Earth from a near-by Solar System. They want you to return with them for 5 years.
   A. Evaluate the assets and liabilities involved in returning with them.
   B. Recommend to these Aliens the 5 most important people who have influenced our way of life.
   C. Write a letter to your parents defending your decision to go to this planet.

CULMINATING ACTIVITIES

1. Compile a list or pictures of items we use today that could not have been developed if Thomas Edison had given up on his 3,000 mistakes before he invented the lightbulb.
   A. Compare and contrast how our life would be different today without these inventions.
   B. What other inventions were sparked by Edison's invention of the lightbulb?

2. Abraham Lincoln started out as a captain at the beginning of the Blackhawk War, but by the end of the war, he had been demoted to a private. What were some of the actions Lincoln took to turn around his success. How would life be different today if Lincoln had given up and returned to the life of a lawyer?

3. Design a scrapbook of famous failures that have led to future success.

4. Produce a comic strip for "My Greatest Achievement" where it shows how you will accomplish your one wish.

5. Invent a creation that will change the history in the future. Explain and construct a model. Write the announcement that will appear on the evening news to describe this important event.

6. Plan a T.V. show called "Those Who Dared" in which the students role-play the life of famous people living today who have become successful despite special handicaps. (e.g., Julio Iglesias, Stevie Wonder,...)

7. Design a poster that supports a famous person to receive a special commendation from the President for inventing a product that has been beneficial in promoting peace in the 20th century.

8. Design a "Famous Risk Taker" guessing game. Choose people who have been living in the 20th century and have done things to change history. Write the clues for others to identify these notable figures.

Wings For You And Me

Martha P. Rice

Wings For You And Me
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Introduction

The purpose of this study is to enable students to explore a dream of mankind since the beginning of time--the desire to fly. To fly is the fantasy of each child upon discovering the beauty and freedom of soaring birds. Children are entitled to explore the vast sky above them and to ask the reason for man's explorations in air and space. She/he can lift from the earth with the first manned balloon flight in 1783; relive the famous flight of the Wright Brothers in 1903; or be propelled into space in the Mercury, Gemini, Apollo, and Skylab vehicles. She/he may even dream of a future home in space.

It is an especially important topic for study by gifted students because of the need to nurture an interest in bright young people in the science of aviation and trends for the future in air/space travel. Since we are becoming a more global society, e.g., international business, space shuttle transportation systems, satellite tours of the solar system, and robot laboratories on Mars, an important goal of education should be to prepare students to live in the society which created these technologies. Gifted students are among our future leaders and must be prepared to affect change and growth in global/space travel.

This unit is designed primarily for use with sixth grade A/G students who are mainstreamed in the regular classroom during the course of approximately three weeks. The unit will provide extension and enrichment for the science competency goal in the N.C. Department of Public Instruction Teacher Handbook Grades 4-6 for "an understanding of space exploration." Arranged according to the objectives, the unit will hopefully create interest in all students and perhaps spark particular enthusiasm for the A/G student who will want to carry many of the activities to "soaring heights."

Martha P. Rice

Objectives

At the conclusion of this unit students will be able to:

1. Describe the history of flight, especially why people have wanted to fly.

2. Tell how an airplane flies (the lift theory).

3. Explain the skills involved in being a pilot or in working in the field of aviation, e.g., by means of guest speakers and a field trip to the airport.

4. Compare the rocket engine and the jet engine and tell how the rocket engine contributes to exploring space.

5. Design a paper object that will fly and compare this paper aircraft with others in the classroom, e.g., how long will it fly, how far will it fly, or how high it will fly. Recommend a streamlined shape for a new jet plane.

6. Describe flight as a resource, e.g. how many occupations are connected to flying, and what benefits (communication, computers, satellites, etc.) have come from space exploration.

7. Evaluate uses of flight, e.g. types of aircraft and flight for enjoyment (hot air balloons, dirigibles, hang gliding, etc.).

8. Relate famous people or characters from literature who are connected with flight, e.g. Amelia Earhart, Charles Lindbergh, Peter Pan, Icarus, etc.

9. Predict air/space flight in the future, e.g. design a future spacecraft, tell problems which may arise, and recommend changes for improvement.

TEACHING TIPS FROM TEACHER TO TEACHER. . .

It is recommended in doing this unit that we would:

1. Assume the role of an explorer along with our students using the sky as our classroom. Encourage students to "read for the stars" as they learn about flight.

2. Use activities labeled HLA as Home Learning Activities (to do at home possibly with parents) and activities labeled I as Independent Study activities. We should use the activities in the best way for our own particular classroom situation.

3. Use the unit activities as a springboard toward your own ideas for demonstrating concepts of flight to your children.

4. Collect as much resource material as possible in advance of teaching the unit. An order form for NASA (National Aeronautics and Space Administration) materials is in the Appendix A. NASA has many educational materials on flight that they will supply to you upon request free or inexpensively. However, do this early so that you can receive mailings before beginning the unit.

5. Use good questioning techniques. Avoid using "right" or "wrong" answer questions all of the time. Instead intersperse open-ended questions or give situations that offer challenging problems to be solved.

6. LEARN AS YOU TEACH and HAVE FUN!

"....Besides, I can't fly."
"I'll teach you."
"Oh, how lovely to fly."
"I'll teach you how to jump
on the wind's back, and then
away we go."

--Conversation: Wendy and Peter
From: Peter Pan by J.M. Barrie

INTRODUCING FLIGHT. . .

Introductory Activities

1. Read The Glorious Flight by Alice and Martin Provensen to the class. After reading this book "lift-off" a discussion with these questions:
   1) Why would anyone want to fly?
   2) If no human had ever flown before, would people still want to soar like birds?
   3) What brought people to develop machines in which to fly?
   4) Brainstorm some things that fly.
   5) What makes people try out dangerous flying machines?
   6) What is it like to fly?

2. Using flat paper sheets, paper clips, cellophane tape, glue or a stapler, have students fold a paper airplane of their own design. In the gym or on a large clear surface area, allow students to test fly the planes and modify the designs if necessary. By choice students may participate in the following contests:
   1) Accuracy: Winner must fly the farthest along a straight line.
   2) Duration: Winner must stay aloft the longest.
   3) Aerobatic: Winner must perform a maneuver named by the student before the launch. Award prizes to winners in each category.

3. Prepare a bulletin board with a flying machine as a focal point, e.g., an airplane, a jet, or a space vehicle. Place aviation-related words with the letters scrambled at random all over the board. Have students unscramble the letters and list these vocabulary words. Allow students to add more words to this bulletin board, e.g., foflfti (lift off).

4. Show a film or filmstrip on the topic of aircraft, e.g., Wright Brothers, a spacecraft, or hot air balloons. Ask students to discuss why people like to fly. Ask students how flying machines will affect their lives in future years.

5. Have students compare the cost of a lunch in space with the cost of a lunch at McDonald's.

6. Ask the class to brainstorm questions about flight that they have wondered about. Collect the questions and arrange children in groups to answer questions selected at random from the collection. Textbooks, science publications, library books, newspapers, magazines, films, and radio or television programs can help provide answers. Use the list of unanswered questions for individual projects and reports.

"We could go back home and dream of time, distance and altitude records. For we had accomplished the ambition that stirred us as boys. We had learned to fly." --Orville Wright

Developmental Activities

HISTORY OF FLIGHT

1. After reading about the early flights of the Wright Brothers, pretend you are one of the Wright Brothers and have been asked to write your story about your plane for a magazine. In the article tell where you got your idea and how it felt to fly for the first time. Try to imagine the experience and describe it vividly. Include a picture of your plane and describe it.

2. (I) Pretend you are a struggling newspaper reporter covering the first flight made by the Wright Brothers. Write your article remembering the 5 W's--Who, What, When, Where, Why--so that your article makes the front page.

3. (I) Pretend you were a small talking-writing mouse who stowed away with Charles A. Lindberg on his flight. To tell the story for later mouse generations, keep a record of the things you experienced. You might want to imagine that the mouse was an unsung hero (fixing the engine or the steering mechanism).

4. (I) Write a story telling what you think happened to Amelia Earhart after her disappearance.

5. Have students find pictures and descriptions of aircraft. When a new one is found, the student should make simple line sketches or construction paper cutouts. A standard size should be decided. On the sketch or cutout put the name of the aircraft, the date or dates of its development, and the manufacturer. Place finished sketches on a chart such as this:

Powered and controlled by the wind
Powered by internal combustion engine
Powered by rocket

6. Time-Line Flight History Mobile: Give students a set of air history events with each event listed on a separate index card. Have individual students research a date of the event, make paper or cardboard mobiles of the flying machines involved, and make a time-line mobile to hang in one conspicuous spot. Constructing the mobile will require thought about time concepts of sequencing, distances between events, aerodynamic questions, and balance.

7. Evaluate early aircraft as to safety and cost. Make a chart showing your findings on three to five aircraft.

8. During World War I the airplane was greatly improved. Why would this be the case?

9. Compare early manned spacecrafts with those in use today, e.g., size of quarters, provisions for eating or sleeping, length of flights, and how experiments are carried out.

10. (I) Research and report on an aircraft or type of aircraft. Build a model of this aircraft or find a picture of it. Research the aircraft--who flew it, what records did it break, what purposes did it serve, etc. Demonstrate the model or display the pictures and give an oral report on the aircraft.

11. Orville Wright--caught in a time warp--has turned up at Edwards Air Force Base today. Putting yourself in his shoes, list the <u>ten</u> questions you will choose to ask before you must return "home".

WHAT MAKES AN AIRPLANE FLY?

1. Use reference books to find out how the air flowing over and under an airplane wing can cause the plane to rise (Bernoulli's Principle). Make a detailed illustration on a chart to show how Bernoulli's Principle works with an airplane wing. How many different examples can you think of to illustrate the "lift theory"? List these examples on the chart or demonstrate them to the class.

2. What are the part or features of a bird? Of a fish? How is the shape of a bird and/or fish similar to an airplane? Can you find pictures to show this? Make a display of your findings.

3. (I) After investigating our present jet planes, you have come across some problems in their design. How would you change the plane to make it more efficient?

4. (HLA) Plan a flight across the United States. List the major cities which you include in your itinerary. What is your total mileage? Could you change routes and have a shorter trip?

5. A commercial plane has been hijacked. The hijackers ask for the release of a horrible criminal. Should he be released to save 200 lives? Evaluate your feelings and make a tape recording of your answer.

INTERACT WITH PROFESSIONALS. . .

1. Invite a pilot and a flight instructor to visit the class and explain to the students about flight, e.g., training, different aircraft, communicating, etc. Students may want to prepare questions ahead of time. Perhaps a student will have a particular interest in flight after this visit. Ask the students to select a topic which was discussed and write a short summary of their findings. Display the summaries on airplane shapes throughout the room.

2. (HLA) Encourage families of the students to go on trips on their own in particular to visit local airports and other air related places of interest.

3. (I) Encourage students who ARE EXTREMELY INTERESTED in space flight to attend Space Camp at The Space and Rocket Center in Huntsville, Alabama.

4. (I) After the field trip and hosting the guest speaker, a few students may have become very interested in a particular area of flight. Allow them time to research their topic and present a meaningful project.

ROCKET ENGINE AND SPACE TRAVEL. . .

1. Have the students research a rocket engine and a jet engine, e.g., how they are made, types of fuel used, how they provide power. What different aircrafts would need a jet engine? List as many as you can. What aircraft/spacecraft would need a rocket engine? List as many as you can.

2. Have a group of students illustrate the launching of a rocket by making a mural. Identify parts of the rocket with labels.

3. Why are rockets needed for space travel?

4. (HLA) Make and explain the balloon rocket. A good resource for this is Childcraft Volume 7, 1988, pp. 18 and 19.

5. (I) After researching the many uses of rockets, decide on the one which you feel is most beneficial to mankind. List reasons for your choice.

PAPER OBJECTS THAT FLY. . .

1. Using materials which you find at or near your home (do not buy a kit), construct a kit and try it out with a partner. Why did you use the shape you used? How are the supports (wood) helpful to the kite? How does the kite stay up in the air? (HLA)

2. (HLA) Using a paper plate, two soda straws, three styrofoam cups and kite twine, construct a "Paper Plate Kite" following the illustration shown.

3. (I) Using any easily obtained material, design a new paper flier of your own and test fly it. Make adjustments if need be. Try it again. Share your invention with your teacher or a friend.

4. (HLA) Make a Tube Jet. Here's what you'll need:
   empty cardboard tube (from paper towel roll)
   foam egg carton
   scissors
   glue
   construction paper
   meat tray (the foam tray in which meat from the store is packaged)
   milk jug cap (from a plastic gallon milk jug)
   colored markers
   screw

   Follow these instructions to build your tube jet:

   1. Cut one egg cup out of the foam egg carton. Cut it down to a round shape and glue it on one end of the tube to make the nose of the plane.
   2. Cut construction paper so that it will cover tube. Glue construction paper onto tube.
   3. Cut large triangle shape from meat tray. This will be your plane's wing.
   4. Cut a slit in the sides of the tube so that the triangle can fit through on both sides.
   5. Make a slit on the top of the tube at the back end. Cut a piece from the meat tray as shown. Place it in slit for the tail.
   6. Use the cap from the milk container and glue into the open end of the tube.
   7. Decorate wings and tail with markers.

8. Put a screw in the egg cup nose to add some weight.

Have fun flying your tube jet!

Source: "Make a Tube Jet" by Patsy Zimmerman, Child Life Magazine, February/March, 1987, pp. 12-13.

FLIGHT AS A RESOURCE. . .

1. People are employed in a wide variety of jobs in the field of aviation. Expose the class to as much resource material as possible to use for research in discovering a list of occupations related to flight.

2. Make a class bulletin board or scrapbook displaying pictures of different workers with a job description of each.

3. (I) Interview someone in the community who is employed with a connection to flight. When doing the interview think about the following:
   1) How do you prepare for an interview?
   2) How do you schedule an interview?
   3) What questions do you ask?
   4) How do you thank a person for his or her time?
   5) How can you share the information with your classmates?

4. Provide resource materials for the child to "soar" with satellites. Have students answer these:
   What is meant by "satellite"?
   What is the relationship between a satellite and its planet? Can you draw it?
   How would scientists place a satellite in orbit?
   What factors could cause a satellite to crash?
   How would the many moons of Jupiter affect each other?
   Is it a good idea to put so many satellites in orbit?

5. Why are satellites important to us? Discover the different types of satellites and differentiate the uses of satellites.

6. (I) After reading about experiments done during space travel, describe benefits that have come from space exploration (e.g. experiments performed in a weightless environment, inventions with computers, foods, medicine, etc.).

7. Provide a copy of 3.2.1 Contact Magazine, May, 1988, page 3. Read the story "Green Spiders in Space." How is NASA going to solve air pollution?

8. Recommend an experiment for NASA to include in their next shuttle flight. What materials will the astronauts need for your experiment? How will they perform it? Include an experiment record which they should keep during the flight.

USES OF FLIGHT. . .

1. (HLA) We use flight for transportation. How expensive is flying compared to other types of travel? Plan a trip from your home town to another city (e.g., Washington, D.C. or Raleigh or New York City). Use travel brochures, call the bus lines or airlines, find out the cost of your trip travelling by car, by bus, by train (if possible), and by plane. What considerations will you make in your trip (e.g., time travelling, staying overnight, etc.)? Would you favor travel by plane? Give reasons for your answer.

2. Have the children brainstorm the different kinds of aircraft/ spacecraft. List as many as you possibly can. Categorize the aircraft into these headings and others you may know: passenger aircraft, defense (military), enjoyment, delivery of goods, etc.

3. (I) If you could ride in one of the aircraft for the enjoyment and fun of flying, which aircraft would you choose (e.g., the Wright Flyer, a military plane, a hot air balloon, a passenger aircraft, the Concorde, a glider, a helicopter, a blimp, or any other)? Why do you value riding in this aircraft? Give reasons for your answer.

4. Have the students read the article "Sky Ride," National Geographic World, March, 1988, pp. 24-29. Have students pretend that they went on the ride in the Goodyear Blimp. Answer these: How did you feel when you boarded the blimp? Write a diary entry to describe your flight of fancy (e.g., what happened, what did you see, or how did it feel to land).

5. Have students create and decorate their own hot-air balloon model. Decorate the classroom with the balloons.

6. Have students read the magazine article "Feelings of Flight," Child Life, February/March, 1987, pages 3-13. The article has a picture of Astronaut Bruce McCandless flying outside his spacecraft, an illustrated poem "The Swing" by Robert Louis Stevenson, a photographic report on the Wright Brothers flying, and a very good story about the Concorde. Use the article as a springboard to a fantasy which the students may have about being a passenger in any one of the four situations. Allow for a quiet, comfortable place where the attention may be focused on this fantasy. Perhaps turn off the lights and allow students to relax and let their thoughts turn to a "flight" journey. Allow the students time to have a transition from this inner

awareness to external awareness. Have the students brainstorm all of the feelings, thoughts, phrases or words that come into their minds when they think of their fantasy. Have them use the words to write a poem or story about their fantasy.

7. Flight is important to North Carolina. Allow the students to plan and make a bulletin board for the classroom on "Flight in N.C." Any type of aircraft or information may be included, e.g., the Wright Brothers at Kitty Hawk, Douglas International airport, famous North Carolinians connected with flight, the Balloon Rally, hang gliding, etc.

8. Have the students compare a hummingbird with a helicopter. Ask the students the following questions and any others that you may think of to bring forth inquiry:
In what ways are the hummingbird and the helicopter alike?
In what ways are they different?
Which can go faster?
What can a helicopter do that a hummingbird can't do?
Which would you rather be--a hummingbird or a helicopter? Why?
Use resources to gather information about the hummingbird and the helicopter so that students can elaborate on their comparisons.

9. Have your students search for examples of unusual and extraordinary performances in nature. Here is an example:
    Because of its size and shape, according to principles of aerodynamics, the bumble bee should not be able to fly. But the bumble bee doesn't know this so he goes ahead and flies anyway!
Have students look for other examples in nature that run contrary to common knowledge or appear to be impossible. Search science books, encyclopedias, filmstrips, science kits, magazines, etc. always being alert to the unexpected and to the significance of what is not known. Some of the things which students may discover as discrepant between fact and actuality are:
    the speed of the porpoise,
    the sonar system of the bat,
    the reciprocating gyroscope of the hummingbird
    and the fly walking on the ceiling.

"For some years I have been afflicted with the belief that flight is possible to man. . . ." --Wilbur Wright, in a letter written in 1900.

FAMOUS PEOPLE/CHARACTERS AND FLIGHT. . .

1. Have students choose five or more famous people in the History of Flight on whom to collect data. They should include the event associated with the person, date it occurred, nationality, and any other important information. These "Biographical Summaries"

will become part of a newsletter sent home to parents at the end of the week. The newsletter may begin: "I'd like to share with you some important facts I learned this week about famous people who have flown. . . ." An excellent source for information on this topic is "To the Sky and Beyond," Boys' Life, December 1986, pp. 38-40.

2. (I) Have the students read Peter Pan by J.M. Barrie. How does Peter use flight to his advantage? Why does he "give" others the power to "fly"? Pretend you are one of the "Lost Boys." Would you like to go back home or stay with Peter? Tell about your experiences with Peter.

3. Read the Greek legend of Daedalus and his son, Icarus. Write a different ending for this story. Retell the story with the new ending.

4. Read Alice and Martin Provensen's book Leonardo da Vinci. Though his flying machine didn't work, da Vinci was the first real scientists in the history of flight. Look closely at the picture of his flying machine. Stretch your imagination and wonder about as many different things as you can that might have happened just before the picture was taken (painted). Write about your ideas.

5. Air Force One is the plane used by the President of the United States. Gather information about the Air Force One planes and how the presidents use them. Present a TV (video) program (documentary) explaining your findings.

AIR/SPACE FLIGHT IN THE FUTURE:

1. Review the journey of astronauts into space and flights to the moon. Have students imagine what it would be like to be preparing for a trip to the moon. Ask this, "How many different kinds of things can you list that you would choose to put into the pocket of your space suit if you were going to the moon?" List the things you would take and give a reason for taking them.

2. Design a spacecraft for humans to travel to another Solar System or to the next galaxy. Draw a picture of the outside and inside (or build a model). How much will it cost to build? How long will it take to build? What is the size of the crew? What materials were used in building it?

3. Recently the U.S. Senate approved only one-fifth of the amount of money that the Reagan administration wanted for a manned space station. The House of Representatives approved almost the full amount. Reagan asked for $967.4 million and the Senate approved $200 million. Have the students discuss pros and cons of spending money on space travel and organize a debate for them to air their views.

4. Have students make predictions of what they think flight will be like in the year 2010.

5. Have students make a scrapbook of news articles pertaining to flight. Discuss each one as it is collected.

6. As you study space flight point out similar terms used in the field of astronautics to those in other fields but having very different meanings. For example, you may mention the term "umbilical cord" adopted from biology or genetics but referring to the very vital life line used by the astronaut during his walk in space. Also, during the communications between the control center on earth and the lunar landing vehicle settling down on the moon the controller used the term "down here!" referring to his position on earth with respect to a body above the earth. What was "down" to him was certainly not "down" to a landing moon module. Talk to your students about such discrepancies, and ask the class to search for similar terms used in space travel which refer to something different here on earth.

7. (HLA) Design your own plane using a material other than paper, e.g. balsa wood, styrofoam, etc. Make drawings to use as a pattern for your material (wood). Construct the plane, test fly it, make adjustments and redesign your plane. Show your plane to your teacher, parents, or a friend.

8. Have the students compose a message that will be put on a spacecraft going into outer space. The message should be simple, but at the same time reveal the source of the message, the nature of earthmen, etc. There are several media that could be employed:
   a. graphic b. written c. music or other recorded sounds

9. Pretend the spacecraft can carry one painting, one piece of music, one earth sound, one piece of literature, etc. Have the students discuss examples of these items and decide what they would put aboard the spacecraft and why.

10. Imagination Leads to Invention--Read any science fiction books, comic books, etc. to determine any invention related to aerospace. Write a summary about your feelings if you lived during the time period given in the book. The teacher will need to prescreen the books.

11. Locate a large variety of pictures relating to space. Trim the picture edges and glue the pictures in mosiac fashion slightly overlapping some of them. Make an art display for your classroom.

12. Place hot water in a jar and in a thermos. After a short time, check the temperature of each. Record your results. What does this tell you about how a spacecraft protects astronauts against temperature extremes? (HLA)

13. (HLA) Using the nozzle of a portable hair dryer placed inside your clothing, observe how circulation is possible with individual portable air conditioning units for spacesuits.

14. (HLA) How do astronauts eat and drink? Drink water from a squirt gun. Make instant pudding in a plastic bag, squeezing to mix. Eat pudding from the corner of the bag. What are some other ways that astronauts prepare and eat food in space?

15. (HLA) Dress a child in multiple layers of shirts, pants, and belts to simulate the restrictions of spacesuits. Have students bend down and touch toes, attempt to catch a ball, lie down to prepare to sleep, climb on a chair, walk up or down stairs.

16. (HLA) Construct a rocket or space station from cartons or cardboard. Make astronaut helmets from paper sacks, cartons, or large plastic bottles.

17. Haunting Image on Mars-- story from the Charlotte Observer. Have student read the story and tell what they believe the formations on Mars may be. Why will the Soviets not study the formation? Is it important to spend U.S. dollars to study the formations further? What recommendations would you make to NASA?

18. Provide various research materials about spacecraft and allow time for students to review descriptions of the vehicles and pictures. After doing the research, ask the students to identify improvements which have been made. How are space vehicles today different from the early spacecraft?

19. Have the students develop a new power source for the Space Shuttle or space travel.

20. Ask your students evaluative questions such as: Should NASA have allowed a person from the private sector to fly on the Challenger?

Space Shuttle Search--

Provide books, magazines, and pamphlets for the students and arrange for library time. Students may write to NASA to ask for information on the Space Shuttle. The following assignments may be given to groups of students to investigate and present to the class after sufficient working time to complete them. Encourage students to use as much visual material during the presentation as they can handle. After the presentations display the models, pictures, drawings, etc. in a Space Shuttle center and invite other classes in to see.

21. Find out how the astronauts sleep on the Shuttle. Investigate the difference between some earlier sleeping arrangements (for example, what was the sleeping arrangement on Apollo II?) and the Shuttle's facilities. Explain to the class how things have changed. Use illustrations or models to show how the astronauts sleep. Explain what time they go to sleep and what time their work day starts.

22. Find out about weightlessness on the shuttle. (Did you know you'd be taller in space than on Earth? Find out why.) Explain to the class what happens in weightless conditions when you eat, go to the bathroom, take a shower or do work on board. How are the problems solved on the Shuttle? Bring pictures or drawings of astronauts in weightless conditions. Tell the class how NASA prepares astronauts to live in weightlessness.

23. Find out why it's so important for the astronauts to exercise in space. Find out what kind of exercises do the job and what some of the problems are. Show the class a drawing of the treadmill and explain its use. Why is it important that astronauts be in good condition before they come on board? Why do they need to exercise after they get there? Why are the needs greater the longer the flight?

24. Find out how the astronauts, while in orbit, leave the Shuttle and why. Find out what kind of gear is used for EVA (Extra-Vehicular Activity). Find out and explain to the class the procedure used to leave the vehicle and some of the things the astronauts do outside the craft. Explain how gear protects the astronauts from the hostile environment. What would happen without it? Bring pictures or drawings of EVA to show the class.

25. Find out about the Space Center (Space Station). How many people would work in it? What would it be used for? How would it be constructed? How would it be powered? How long would people stay there? Make a model of it to show to the class.

CULMINATING ACTIVITIES

1. Have the students plan and produce a "flight" program for their parents. Students would plan how to present the various aspects of flight, e.g. telling the story of the history of flight; using photographs, drawings, or murals as audio-visual aids; and arranging for each student to be a communicator about flight by some means (media) to inform their parents about what they have been studying. The student program should help parents to see "why" man has and still wishes to fly.

2. Allow students to write, design, and produce a puppet show starring selected flying machines and famous (and not so famous) people who

have flown them. Children can decide on which aircraft/spacecraft to include and which people to include and write a script to convey their message about flight. The audience for the puppet show could be another class in the school and parents.

3. A videotape may be made of either the program (1) or the puppet show (2) to allow for sharing these productions with many audiences.

4. Make a display in the media center that will "tell the story of flight" in a complete way. Use captions, models, photographs, and drawings to help with visualizing the story. Have students design the display so that each part of their study is included in a self-exclamatory way for people walking by who will see it. People visiting the exhibit will know about the history of flight, how to make paper airplanes, how an airplane flies, etc.

EVALUATION

Evaluation of the unit of study on flight can be done in several ways depending on the teacher's perceptions of "what" should be judged. Objective tests can certainly be used, but for evaluating the activities involving the higher levels of thinking, the teacher can also use some of the following:

1. All for self-appraisal by the student. When a student beings an activity, she/he defines what the problem will be. At the conclusion she/he checks for answers to the original problem/activity to determine whether the problem was solved. She/he may list new questions which came about as a result of the research.

2. For each activity/problem given, use a checklist to determine whether the student used appropriate sources of information, and whether she/he was clear and complete with the research and end product.

3. Is student enthusiasm observable? Look for evidence of positive study habits and evidence that the subject has come "alive" for the student and is relevant to the student.

4. Have you "tapped" any special interests of students making them hungry for more information on flight?

5. Assess the audience reaction to the program or the puppet show (#1 and #2 on the Culminating Activities). A checklist handed to each person may be used (e.g. ask about quality of the message, how well the information was presented, was the study appropriate for the audience, etc.).

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